

The Excel Center

Application

**A charter proposal by
Goodwill Education Initiatives, Inc.**

**Goodwill Industries of Central Indiana, Inc.
1635 W. Michigan St.
Indianapolis, IN 46222**



Charter Applicant Information Sheet

*This sheet must be attached to the Prospectus and Full Application, and follow the cover page.
Please type the information requested.*

Name of Proposed Charter School The Excel Center
Proposed School Address (if known) 1635 W. Michigan St. (and satellite locations)
School District in which Proposed School would be located Indianapolis Public Schools
Legal Name of Group Applying for the Charter Goodwill Education Initiatives, Inc.

Applicant's Designated Representative James M. McClelland, President / CEO
Address 1635 W. Michigan St.
City Indianapolis State IN Zip Code 46222
Daytime Telephone (317) 524-4210 Fax (317) 524-4267
E-mail address jmccllland@goodwill-indy.org

The proposed school will open in the fall of school year:
X 2010-2011 ___ 2011-2012 ___ 2012-13 ___ Other (please specify year) _____

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Student Enrollment
First Year	9-12	200
Second Year	9-12	250
Third Year	9-12	300
Fourth Year	9-12	350
Fifth Year	9-12	450
Sixth Year	9-12	500
Seventh Year	9-12	500
Maximum	9-12	500 fulltime students (or equivalent)

Are you planning to work with an educational management organization (EMO)?
Yes ___ No X If so, please indicate the name of EMO: _____

Have you submitted this application to another sponsor? Yes ___ No X
If so, please indicate:

Name of Other Sponsor: _____ Date Submitted: _____

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? Yes ___ No X. If so, please indicate the name of the Sponsor: _____

Executive Summary

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will “meet students where they are” in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

More than 6,000 students in the Indianapolis area drop out of school each year and face a number of challenges that affect their health, continued education, and career potential. Employers are increasingly seeking higher-skilled workers, so there is a growing need to find effective ways to connect high school dropouts to post-secondary education, a prerequisite for access to sectors of the economy that are experiencing better-than-average growth.

Unfortunately, there are few options for high school dropouts to continue their education: adult education programs struggle to meet community demand, and adults without a high school diploma often lack the support and encouragement necessary to establish, create, and achieve their goals. Many adults must balance life, family, and other concerns with academics, and current programs and opportunities do not provide the flexibility and support they need to become successful. Through an approach that emphasizes “relationships, relevance and rigor,” students in The Excel Center will establish their own post-secondary educational goals. Through a blend of traditional high school course requirements and skills training, students will earn credentials that facilitate access to employment with higher wages and career prospects.

Students in The Excel Center will develop supportive **relationships** with staff and fellow students to encourage their progress and academic engagement. They will be grouped into teams that meet bi-weekly to support each another, debrief challenges of balancing school and life concerns, and celebrate learning achievements and milestones. In addition, Excel Center coaches will facilitate these teams and meet with students to promote their continued education. These coaches will monitor progress, and where necessary, work with students to find solutions to particular life challenges that might hinder student progress.

Students’ education will be **relevant** to their educational and career goals. Every student will develop an individual learning plan based upon his or her unique interests and abilities. The Excel Center will provide students the opportunity to connect the material they learn to skills that are helpful and necessary in work environments. Remedial and basic high school coursework will be balanced with tangible skills training that focuses on improving students’ employability. Students will enroll in local post-secondary institutions and take the first steps towards earning some form of post-secondary degree or credential. Students – many of whom will be first-time college students – will benefit from The Excel Center’s support and encouragement as they learn to navigate and succeed in post-secondary learning environments.

The Excel Center is structured to meet the unique needs of both working and non-working adults. The center will be open for extended hours – including nights and weekends – and will eventually have satellite locations across Indianapolis in areas that have significant need for

educational opportunities. Students will create and commit to an individual educational plan that establishes specific learning goals while acknowledging and addressing other life responsibilities. The resources of The Excel Center will be available in a variety of formats, allowing the student to select instructional methods that best fit his or her learning style.

The **rigor** of the Excel Center coursework is designed to prepare students to graduate from high school and be prepared for post-secondary learning environments. Students who participate in The Excel Center will complete all requirements of one of the recognized State of Indiana high school diplomas. For many students, this material must be learned quickly – few adults will be able to maintain the time and energy to be enrolled in the school for four years. Therefore, the pace of instruction is determined chiefly by the student’s own desire to learn and advance. In addition, students will prepare for and demonstrate skills necessary to be successful in post-secondary education. The Excel Center will take a portfolio-based curricular approach that brings together the student’s prior knowledge (often gained in work environments) and combines it with new material. In some cases, a student’s past experiences in a particular field will translate to earned credits, provided the student demonstrates proficiency and working knowledge of the material. Students will also learn material in ways most beneficial to adult learners; discussion, feedback and revision, and other elements will be critical to students as they develop the skills necessary to become successful in post-secondary education.

Goodwill Industries of Central Indiana, Inc., created Goodwill Education Initiatives in 2004 to operate the Indianapolis Metropolitan High School, a Big Picture® school. The Indianapolis Met engages and supports young people who flourish in non-traditional academic environments. Using the same motto, “Relationships, Relevance, and Rigor,” the Indianapolis Met creates learning plans based on each student’s interest. This model has been successful with its students: typically between 90 and 95 percent of graduates enroll in some form of post-secondary education. Goodwill Education Initiatives will operate both the Excel Center and the Indianapolis Metropolitan High School. The academic elements of the schools will be separate, but many support functions – including student and family supports, transportation, and relationships with community partners – will be shared between the schools. This arrangement will allow both schools to deal efficiently with a variety of needs and barriers to student success, and to build upon experience GEI has gained through the Indianapolis Met’s development.

Many of the success factors in the Indianapolis Met will be important steps in the Excel Center’s development. The school will build upon GEI’s strong governance and financial management skills. Moreover, the continued support from Goodwill Industries of Central Indiana, Inc. will ensure that the school’s support operations, including recruiting of staff, financial management and technology infrastructure, remain strong.

The Excel Center will open in the late summer of 2010 and will enroll 200 students in its first year. By its sixth year, 500 students (or their full-time equivalent) will be enrolled in the school. The school will operate year-round and students will be able to learn at their own pace and complete their educational requirements throughout the year. As students complete their requirements, new students will fill their spots and begin their own unique educational journey.

By reaching several hundred students each year, The Excel Center will provide many young adults the support they need to continue post-secondary education. The Excel Center’s flexible approach and engagement strategies will support each student until he or she has succeeded at

some level of post-secondary education. The increased skill levels of Excel Center graduates will create a stronger workforce, drive students to continue their educations, and provide greater opportunities for growth and development among a segment of the population with few long-term options.

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Application Narrative

I. Our Vision

A. Mission

Goodwill Industries of Central Indiana, Inc.

Goodwill Industries is a community resource that offers opportunities, provides services, and leverages its resources and capabilities with those of others to improve the education, skills, employability, and economic self-sufficiency of adults and the future employability of young people.

Goodwill Education Initiatives Goal

GEI's overall goal, by educating "one student at a time" and linking students with the resources that will help them maximize their potential, is to significantly increase the high school graduation rate and the enrollment of high school graduates in programs at post-secondary institutions. Through this approach, GEI will have significant positive long-term impact in the communities in which it operates, as well as in the lives of the students and their families.

Excel Center for Mission Statement

The mission of the Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities. The school will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals.

B. Need

Indianapolis' Dropout Problem

An individual who drops out of high school faces a number of challenges that affect his or her current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population.¹ Over the course of his or her lifetime, a high school dropout earns, on average, about \$260,000 less than a high school graduate. In addition, high school dropouts are more likely to be recipients of government welfare and are eight times more likely to be incarcerated than high school graduates.²

In Indianapolis, large numbers of high school dropouts limit our community's overall health and productivity. Over fifteen percent of the Indianapolis population over 18 – more than 83,000 people – lacks a high school diploma or GED, which means that they do not have the basic educational level needed to be a productive member of society.³ Unfortunately, the need for

additional services for adults outside of high school continues to grow: 6,736 students in the Indianapolis area dropped out from the Class of 2008, limiting the city's human capital and costing our community more than \$40 million in lost wages over that same year.⁴

There are many social costs of low student attainment. Dropouts from the Class of 2008 alone will cost the nation more than \$319 billion in lost wages over the course of their lifetimes.⁵ In addition, low educational attainment is a serious challenge to the long-term health of Indiana's economy. The Indiana Department of Workforce Development estimates that by 2014, there will be an additional 222,410 high-wage, high-demand jobs requiring at least a post-secondary degree.⁶ Indiana will need to increase the educational attainment of its workforce to remain competitive for new economic investment. The Kauffman Foundation's 2008 State New Economy Index ranked Indiana 21st among the states for having the fastest-growing firms," but 39th for providing workforce education.⁷

Overwhelming Demand for Adult Education in Indianapolis

A significant number of both youth and adults who have dropped out of school, nevertheless, show a strong desire to continue their education. Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a General Education Development (GED) certificate.⁸ However, many students struggle to complete their education, as skill deficits and life challenges often impede progress. Nationally, only about two percent of all high school dropouts will take a GED test in a given year,⁹ and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.¹⁰

Although many dropouts would like to continue their education, they face limited options to achieve their goals. GED tests are the most common avenue for adult education, and studies have challenged the long-term benefits of earning a GED. Economists have argued that the wage benefits earned by GED recipients are largely explained by GED earners' higher initial skills.¹¹ However, other reports have shown strong psychological and social benefits of earning a GED, especially when a GED is used to prepare students for post-secondary education. Unfortunately, most people who earn a GED struggle at the post-secondary level: although 65% of GED test takers plan on attending college, between 30 and 35 percent are able to attend. Ultimately, only five to ten percent of GED recipients are able to finish their first year of college.¹²

In the Indianapolis area, the demand for effective adult educational opportunities far exceeds its supply. Most adult education programs in the area struggle to meet overwhelming community need. There were 37 percent more participants in Adult Basic Education in 2008 than there were in 2001, and many providers are at or very near capacity in attempting to meet this need.¹³

Need for Flexible Structure and Supports

Many adult education programs are not structured to provide support beneficial to individuals who have not been successful in school, and many adult learners face additional non-academic barriers to their educational success. Similar issues were prominent reasons that many students

dropped out of school in the first place. The 2006 Gates Foundation report, “The Silent Epidemic,” surveyed dropouts about the reasons they left school. The research indicated that failing in school was cited by only 35 percent as a reason for dropping out, and a substantial portion of students left school for other-than-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.¹⁴ For adult learners, many of these other reasons remain significant barriers to their educational progress. Effective educational opportunities for adults must provide supports and flexibility to promote student achievement, all the while maintaining a supportive learning environment that helps students overcome the various challenges to their continued education.

C. Goals

The anticipated student population of the Excel Center faces significant academic and non-academic challenges. Students will likely be behind schedule in their academic progress, and The Excel Center’s school-specific goals mirror the particular challenges of working with this target population. In addition to the school performance metrics included in the Mayor’s Performance Framework, these goals reflect the school’s primary mission: to help students complete a high school diploma and become ready for post-secondary education.

To support student progress, GEI will create a supportive environment that promotes flexible and individualized learning while adult learners manage the various demands and challenges of work and life. This approach requires robust infrastructure to assist students in meeting their specific needs, and GEI will maintain the financial, administrative, and support infrastructure in order to operate this non-traditional academic model.

Academic Performance Goal	Methods of Assessment	3 rd -year Performance Standard
The Excel Center will enable students who have dropped out of school or who are at high risk of dropping out to earn a high school diploma.	The Excel Center will measure the total number of diplomas earned by Excel Center students since the school’s opening.	<i>Meets standard:</i> Between 100 and 149 students have completed the graduation requirements and earned a high school diploma.
Students who have been behind academically will be able to catch up and will learn the necessary skills and content continue their education.	The Excel Center’s rate of student growth will outperform other Indiana high schools as established by the Indiana Department of Education Growth Model. *	<i>Meets standard:</i> The Excel Center will rank between the 60 th and 74 th percentile in Student Growth on the Indiana Growth Model.
Students who graduate from The Excel Center will demonstrate the ability to succeed in post-secondary academic environments.	Upon graduation, the Excel Center will measure the average number of courses a student has completed at the post-secondary level as shown from student transcripts.	<i>Meets standard:</i> Students will have completed an average between three (3) and four (4) courses at a post-secondary level when they graduate from The Excel Center.

* Information on the Indiana Department of Education Growth Model is available in Appendix B.

Organizational Viability Goal	Methods of Assessment	3 rd -year Performance Standard
Students will leave The Excel Center with stronger ties to their community than when they entered.	Each month, Excel Center students will accumulate a number of “community points” that are awarded based on team/coaching activities, school and work participation, and community engagement. [†]	<i>Meets standard:</i> Less than 90% of students meeting their monthly community point benchmark of 10 points.
Students will receive sufficient supports motivation necessary to plan and achieve their personal and academic goals.	In a survey administered to students upon graduation, students will report the amount of support they felt from The Excel Center’s staff and the level of preparation they received to be successful in post-secondary education. [‡]	<i>Meets standard:</i> Surveys of Excel Center graduates indicate satisfaction with the school is between 85 percent and 95 percent.

The Excel Center performance goals reflect the primary outcomes of the school by focusing on rapid student progress, graduating from high school, and connecting students to post-secondary education.

More information on these goals can be found in Appendix A.

II. Who we Are

A. Founding Group

Goodwill Education Initiatives, Inc. is a not-for-profit entity that was created by Goodwill Industries of Central Indiana, Inc. in 2004 to operate the Indianapolis Metropolitan High School. The Indianapolis Met is a Big Picture® high school chartered by the Mayor that takes a “one-student-at-a-time” approach to prepare students for high school and post-secondary success. Currently in its sixth academic year, Indianapolis Met provides a non-traditional environment that promotes student engagement and success through its 3 R’s: relationships, relevance, and rigor. Since its opening, more than 750 students have attended the high school. The Indianapolis Met currently has approximately 350 students. Although a majority of students enter the school at least two grade levels behind, between 90 and 95 percent of graduating students enroll in post-secondary education. The Met’s individualized, flexible model has helped many students who do not perform well in traditional settings meet their educational goals.

Goodwill Industries has also been successful reaching and promoting success among similar populations. Goodwill knows many of the barriers students face through its relationships with the people it employs and serves. As an organization that provides employment opportunities for people with limited vocational options, 24 percent of Goodwill’s workforce lacks a high school diploma or GED. Goodwill offers employees opportunities to increase their educational

[†] More information on the Community Points system is included in Appendix C.

[‡] A survey to be used for students leaving the Excel Center included in Appendix D.

attainment and further their careers. In 2009, Goodwill's Youth Learning Center provided 600 individuals with education and training services. The Youth Learning Center has a 92 percent pass rate among its GED test takers, and more than 40 individuals earned a GED in 2009.

Leadership

James M. McClelland, President, Goodwill Industries of Central Indiana, Inc.

Since 1974, Jim has been president/chief executive officer of Goodwill Industries of Central Indiana, Inc. The Indianapolis-based Goodwill organization, with more than 2100 employees and more than \$80 million in revenue, is one of the largest of 160 Goodwill corporations in North America. Under Jim's leadership, Goodwill has evolved into a community resource that includes in its workforce over 1300 people whose vocational options are limited by disability, criminal histories, or lack of a high school diploma. Jim holds a Bachelor of Industrial Engineering degree from Georgia Tech, an MBA from Indiana University, and an Honorary Doctor of Public Service degree from Christian Theological Seminary.

In addition, he is currently chairman of Workability – Americas and is on the board of directors of Workability International. At the local level, Jim has served on the boards of numerous not-for-profit organizations and is currently a member of the board of directors and executive committee of Citizens Energy Group, a member of the State Workforce Innovation Council, and is on the board of the Indiana Public Charter Schools Association. He is also vice president of the Economic Club of Indiana.

Scott Bess, Chief Operating Officer, GEI, Inc.

Scott is vice president and chief operating officer of Goodwill Education Initiatives, Inc., which operates the Indianapolis Metropolitan High School. The Met is now in its sixth year of operation and has grown from 75 students in the first year to over 350 students. With more than 120 graduates, the Met has maintained a 95% college acceptance and attendance rate and is noted for one of the largest and most successful internship programs in the state of Indiana. Scott has been a teacher and has worked in the information technology field for a Fortune 500 company and as an independent business owner.

Robert Moses, School Director, The Excel Center

Robert holds a Bachelor of Science degree from Alcorn State University and a Master of Education from Mississippi State University. Robert was the Director of STAR Academy at Emmerich Manual High School and Magnet Coordinator for Julian D. Coleman Foreign Language Magnet Program, has taught science both on the high school and middle school level and has taught Agribusiness and Agriculture at the high school level. Robert was the second employee hired by Goodwill Education Initiatives to launch the Indianapolis Metropolitan High School in 2004, and served as principal of the school from 2004 to 2008. In 2009, Robert started the Indianapolis Met's Alternative program for students who have serious behavior, academic and social issues. In addition to directing the Alternative program, Robert also serves as Chief of School Operations within the Met, supervising ten departmental areas related to the school's operations.

Goodwill Education Initiatives, Inc., Board of Directors

Officers

Fred C. Tucker, III, Chair

Fred joined F.C. Tucker Company, Inc. in May of 1977. Initially serving as corporate secretary and general counsel of the company, Fred next moved into the position of vice president, operations. Fred served as president of the company until his retirement in March 2010.

A graduate of DePauw University, Fred holds a JD degree from Indiana University School of Law and has in-depth knowledge of real estate and corporate law.

Fred's current civic endeavors include service on the board of corporators for Crown Hill Cemetery (past chairman), the board of directors of Goodwill Industries of Central Indiana (past chairman), Economic Club of Indianapolis, The Greater Indianapolis Chambers of Commerce executive committees and former chair of its Workforce and Education Council, RESPRO (past chairman), the advisory board of the Indianapolis Convention and Visitors Association and chairman of the Goodwill Education Initiatives, Inc. board of directors.

Past service includes the presidency of the Metropolitan Indianapolis Board of Realtors, directorships with NBD Bank, N.A., advisory board of Bank One, Anthem, Inc., boards of directors of the Indiana Sports Corporation, Jordan College of Fine Arts board of visitors, the Greater Indianapolis Progress Committee (GIPC), the Indianapolis Rotary Club and the DePauw National Alumni Association and St. Vincent's advisory board, Junior Achievement of Central Indiana (past chair), American Red Cross of Central Indiana, Indiana Chamber of Commerce, Arthur Jordan Foundation, the presidencies of the alumni of the Stanley K. Lacy Executive Leaderships Series, the Lawrence Township School Foundation, a divisional vice president of his fraternity, Delta Tau Delta, where he also served as his chapter's house corporation president for sixteen years, trustee of the Indiana Association of Realtors PAC and past chair of the Board of Directors of Junior Achievement of Central Indiana.

Bruce M. Jacobson, Vice Chair

Bruce Jacobson is a retired Partner of Katz, Sapper, & Miller and an Executive VP and Consultant with KSM Business Services, Inc. He started his professional career with Katz, Sapper, & Miller in 1971 and was a partner for 25 years until retiring in 2004. He offers experience in crisis management and is a skilled negotiator. He has widespread experience in wealth, estate and gift planning, as well as expertise in the real estate and communications industries.

Bruce is a graduate of Indiana University with a Bachelor of Science in Business/Accounting. He is also an alumnus of the Stanley K. Lacy leadership program.

Bruce serves on the Board of Directors of KSM Capital Advisors and has also served on the boards of various public companies and private equity funds.

Bruce is a Past Chairman and an active member of the board of Goodwill Industries of Central Indiana and is a member of the St. Vincent Hospital Foundation board. He also serves on the Board of Directors and Executive Committee of the Jewish Federation of Greater Indianapolis and is Chairman of the Central Indiana Boy Scouts of America Endowment Trust. He is a Founding Board Member and Vice Chairman of the Board of Goodwill Education Initiatives, Inc.

Holly Hill-Brooks, Secretary

Holly Hill-Brooks is president of HHB Event Planning, Inc. Prior to forming her own company in 2002, she spent 12 years in the banking industry and served as vice president of private banking for several banks across the country. She also spent several years working in economic development.

Holly has been active with numerous civic and community organizations, including service on the board of directors of Park Tudor School, Goodwill Industries Foundation, and Goodwill Education Initiatives. She has also served as an Advisory Board member of the Women's Fund of Central Indiana, as President of the Park Tudor Parents' Association, and as a member of Mercy Foundation, National Association of Women Business Owners, and several other organizations.

Holly has a Bachelor of Science degree in Finance from Indiana University and a Master of Science in Management degree from Indiana Wesleyan University.

Derrick Burks

In 2004, Derrick Burks was appointed Managing Partner of Ernst & Young's Indianapolis office. Prior to joining Ernst & Young in 2002, he spent 24 years with the Indianapolis office of Arthur Andersen, where he also served as Managing Partner.

A native of Indianapolis, Derrick received his Bachelor of Science degree in accounting from Indiana University. He has been actively involved in numerous civic and community organizations, serving on the boards of United Way, Boy Scouts of America, Children's Museum, Indiana Black Expo, Goodwill Industries and Goodwill Education Initiatives, among others. He has also served on the Kelley School of Business Dean's Advisory Council.

Gina DelSanto, Ph.D.

Dr. DelSanto graduated from the University of Rhode Island, majoring in modern languages and being named to the institution's chapters of Phi Beta Kappa and Phi Kappa Phi. She attended graduate school at Indiana University, Bloomington, receiving an MA and a Ph.D. emphasizing critical theory, Italian literature and film, semiotics, and medieval studies.

In 1993, Dr. DelSanto accepted a position as aide to United States Senator Richard G. Lugar, first as special assistant for affairs of state, immigration and education, and later as director of outreach. In 2000, Dr. DelSanto joined Butler University as the director of the Learning Resource Center, and later served as associate provost.

In January 2009, Dr. DelSanto joined the staff of the Indiana Department of Workforce Development, serving as senior deputy commissioner for policy, strategy and performance. In taking the position, Dr. DelSanto seeks to bring greater quality, consistency and commonality of purpose to the state's workforce development system. The end goal, as she sees it is a *relevant, reliable and visible* program of education for adult learners that will lead to their increased competitiveness for high-wage and high-demand jobs.

Dr. DelSanto was a founding member of the Dean's Council for Indiana University's School of Informatics. She currently serves as a board member for Goodwill Education Initiatives, the organization holding the charter for the Indianapolis Metropolitan High School. Prior to joining Governor Daniels' administration, she served on Indiana's Education Roundtable and the State Workforce Innovation Council.

Gwen A. Fountain, Ph.D.

After teaching economics at Eastern Michigan University and the University of the Philippines, Dr. Fountain began her twenty-five year career at Butler University in Indianapolis where she was an associate professor of economics and management, director of undergraduate programs for the College of Business Administration, associate provost for student learning and dean of academic affairs before becoming Butler's first female president in 2000. After leaving Butler, she worked for three years at the Indianapolis Children's Museum as director of investments.

While at Butler, Dr. Fountain worked to educate others by co-founding SPARCS for Learning, Inc, with renowned New York educator, Esther Fusco. SPARCS is a not-for-profit corporation dedicated to teacher education and development.

Gwen has served on the boards of Orchard Country Day School, Goodwill Industries of Central Indiana, Inc., Project Leadership Service, the Hudson Institute Board of Visitors, and as a consultant in the Indianapolis Public Schools. Gwen was the first chairperson and currently serves on the Board of Goodwill Education Initiatives. She is also on the Kalamazoo College board of trustees, The Big Picture Learning College board, and the national board of Big Picture Schools®.

Gwen obtained her undergraduate degree from Kalamazoo College in Michigan and her Masters and PhD in economics from the University of Michigan. She also holds a Master of Science in Education and an Education Specialist Degree from Butler University.

Juan Gonzalez

Juan Gonzalez is a relationship manager in the Commercial Division and Business Banking Group of Fifth Third Bank. Prior to his joining Fifth Third in 2004, he held financial and credit analyst positions with Baldwin & Lyons, National City Bank, and Bank One.

Very active in the community, Juan serves on the boards of United Way of Central Indiana, Indiana Repertory Theatre, The Wellness Community Center, and Sociedad Amigos de Colombia/Friends of Colombia Society, as well as the board of Goodwill Education Initiatives. He is also a graduate of the Stanley K. Lacy Executive Leadership Series, a member of the

Hispanic Business Council of the Greater Indianapolis Chamber of Commerce, a member of the IUPUI Hispanic Outreach Committee, and others.

Juan has a Professional Degree in Economics from Universidad de Los Andes in Bogota, Colombia and a Master of Business Administration degree from Butler University.

C. Perry Griffith, Jr.

Perry Griffith is the president and chairman of Denison, Inc. From 1979 to 1988 he was the vice president and senior account officer in the Commercial Banking Division of Merchants National Bank. He has served on the boards of directors of numerous civic and community organizations, including Boys and Girls Clubs of Indianapolis, Brebeuf Jesuit Preparatory School, Butler University Business School, Goodwill Industries of Central Indiana (past chairman), and Goodwill Education Initiatives. He earned B.S. and M.B.A. degrees from Indiana University.

Jeffrey A. Harrison

Jeffrey A. Harrison is vice president, engineering and facilities management for Citizens Energy Group. He is responsible for corporate engineering and Citizens' non-regulated operations.

Jeffrey has served the utility industry for over 17 years. He has held such positions as vice president, manufacturing; director, steam distribution, where he was responsible for the operation and maintenance of the city's steam distribution system; and corporate strategist, where he was responsible for utility strategic planning.

Jeffrey's volunteer endeavors include board memberships for the Leukemia and Lymphoma Society, the Indianapolis Urban League, the Indianapolis Zoo, Goodwill Education Initiatives Inc., and the YMCA.

Jeffrey received a Bachelor of Science degree in electrical engineering from Rose-Hulman Institute of Technology and a Master of Business Administration degree from Indiana University.

Michael O'Connor

Michael O'Connor is a principal with Bose Public Affairs Group. As the former chief deputy mayor of the city of Indianapolis, O'Connor served as the mayor's top advisor and chief of staff. During his tenure as chief deputy mayor, he addressed many issues facing the city of Indianapolis, creating initiatives to strengthen the economy and create jobs, support public education and improve the quality of life in Indianapolis.

In addition to bolstering Bose Public Affairs Group's lobbying efforts, O'Connor also directs the firm's communications consultancy, High Road Communications, which serves as strategic communications advisor to corporate clients as well as a variety of political campaigns and nonpartisan grassroots efforts.

Before joining the Peterson administration, O'Connor served in several capacities in other governmental agencies. Appointed by former President Bill Clinton in 1997, O'Connor directed all state and local governmental relations for the U.S. Environmental Protection Agency (EPA). Before joining EPA, he was commissioner of the Indiana Department of Environmental Management (IDEM) under Governors Evan Bayh and Frank O'Bannon.

A graduate of Indiana University, O'Connor entered the political world while at IU, serving as a Lyndon B. Johnson intern for former U.S. Congressman Phil Sharp of Indiana. In 1987, O'Connor became the youngest person ever elected to the Greenfield City Council. He is an adjunct faculty member at the School of Public and Environmental Affairs at IU in Bloomington and Indianapolis and is a graduate of the Public Affairs Council's Public Affairs Institute. He serves on the boards of United Way of Central Indiana, Goodwill of Central Indiana, Shepherd Community, Goodwill Education Initiatives, and is co-chair of the United Way Ready to Learn/Ready to Earn Committee.

B. Community Partnerships

Goodwill Education Initiatives' most significant partner is its parent organization, Goodwill Industries of Central Indiana, Inc. Goodwill supports GEI by providing substantial back office support for school operations and long-term planning, allowing GEI staff to focus most of their efforts on providing quality educational opportunities for its students. Goodwill Industries supports Goodwill Education Initiatives in a variety of in-kind and financed support services, including:

- Use and maintenance of Goodwill facilities
- Administrative support through accounting, IT services, recruitment and HR practices
- Development and fundraising support, as well as capital support through the Goodwill Industries Foundation of Central Indiana
- Connecting students and their families to resources in the community. Goodwill maintains solid working relationships with a number of community-based organizations, not-for-profits, and public organizations.

As the largest community college in the Indianapolis area, Ivy Tech Community College is the school's primary educational partner. The Excel Center will build on Ivy Tech's dual credit course offerings for high school students. In the dual credit arrangement, an Excel Center student is dual-enrolled as both an Excel Center and an Ivy Tech student, and completion of an Ivy Tech course grants both high school and post-secondary credit. The Excel Center will pay the tuition costs for Excel Center students to take Ivy Tech courses. Indianapolis Met students are currently eligible for dual credit at Ivy Tech, and many receive both post-secondary and high school credit for the classes they take at Ivy Tech's central Indiana campus. More information on the dual credit arrangement is available in Appendix D, and a letter of support from Ivy Tech Community College is available in Appendix E.

To increase its reach into the community, the Excel Center also hopes to open additional satellite locations in areas of Indianapolis during scheduled times each week. Local Initiatives Support Corporation (LISC-Indianapolis) supports six community centers in locations across

Indianapolis. LISC-sponsored Centers for Working Families® will be considered as potential for satellite locations as the school identifies particular communities of need and builds capacity to operate in more locations. A letter of support from LISC is available in Appendix E.

Several other community partners have established working relationships with Goodwill Education Initiatives to support and supplement services made available to students of the Indianapolis Met. These relationships increase GEI's ability to respond to the needs of its students by accessing the resources and experience of community partners. Because GEI has already established partnerships with the following organizations, students in both The Excel Center and Indianapolis Met will have the opportunity to access these organizations' resources:[§]

- In conjunction with Gleaners Food Bank and funded through a Feeding America grant, GEI operates the Puma Pantry, a food pantry where students and their families can pick up food, personal hygiene items and other staple goods. Students can use these resources to meet short-term needs if food security is a barrier to student success. More information on the Puma Pantry is available in Appendix M.
- The Marion County Health Department operates a Learning Well health clinic for students. Students can receive health screenings and treatment for health concerns. A Learning Well nurse is physically present in school administrative offices to meet students for appointments during the school day. Learning Well has agreed to extend the hours of service to meet the added demand for health services by Excel Center students.
- Cummins Behavioral Health provides students with comprehensive mental health services. GEI contracts with Cummins to provide these assessment and treatment services for any students in need of additional mental health supports.
- Students in need of housing are often referred to Stopover, a residential program created by the John H. Boner Community Center. Stopover has recently created a housing option for youth aged 18-22. This program allows students to live in this arrangement for a year, provided that they are either a full-time student with part-time work, or a part-time student with a full-time job.
- Pregnant girls are referred to Indianapolis Healthy Start to provide comprehensive prenatal and infant care services. These opportunities allow students to make sure that mothers have the necessary health care and other services to make sure they are ready. In addition, fathers are referred to the Circle City Fatherhood Initiative to learn parenting skills and receive supports for young fathers.

Goodwill Industries maintains working relationships with a number of organizations providing services to youth and young adults, including WorkOne, Outreach, Inc, Westside Community Ministries, Wishard Hospital (Healthy Families), Marion County Commission on Youth, and others. The Excel Center's assistant director and coaches will work explore new working relationships with other organizations to create additional options for student assistance.

[§] Goodwill Education Initiatives has already developed working relationships with each of the listed organizations. Each of these organizations has supported GEI for the Indianapolis Metropolitan High School, and each has agreed to offer services to Excel Center students. However, since these partnerships have been established between GEI and these partners, individual letters of support would simply reiterate the relationship that already exists between GEI and these partner groups. Additional information about these partnerships is available upon request.

III. Educational Services Provided

A. Educational Philosophy

Educational Foundation for the Proposed School

The Excel Center will prepare students for and introduce them to post-secondary education through opportunities that are relevant to their educational and career goals. Students will cover the basic requirements to receive a high school diploma and enroll in some form of post-secondary education, whether a certificate or credential program or a track moving towards an associate's degree. The Excel Center's philosophy can be summarized in three R's: relationships, relevance, and rigor.**

Relationships: Team-Based Support Structure

Adult learners benefit from strong relationships with peers and staff involved in their education. These relationships provide consistent support for student education, motivation to achieve goals, and encouragement to overcome obstacles that might impede progress.

Students in The Excel Center will be placed into teams that will remain together throughout each student's educational journey. Teams consist of eight-to-ten people and meet bi-weekly at a time and location that each person's schedule allows. Students will be able to select which team they would like to join, and teams will often be defined by shared interests, experiences, or life situations. Each team cohort will engage in team- and relationship-building exercises to develop rapport and support one another in their progress. The team approach will offer opportunities to receive feedback and assess student performance. Training and support pertinent to life situations (financial planning, access to social services, etc.) will be offered periodically to teams. Occasionally, teams can share their troubles and challenges to continuing their education and receive support for their growth.

Each team is guided by a coach whose sole job is to promote continued student engagement. Coaches facilitate the team relationship and meet individually with students to assist each student to overcome barriers to educational progress. Coaches will promote student motivation by assisting students to map their educational futures and plan to meet their long-term goals. A coach will help each student develop problem-solving skills to overcome life challenges, instill confidence that students can succeed in educational environments and motivate students to take proactive steps to overcome life and work barriers to continuing education.

** The development and maturation of the Indianapolis Metropolitan High School has shown that the focus on "Relationships, Relevance, and Rigor" is an effective strategy to promote success among students who have not performed well in traditional school settings.

Relevance: An Individualized Approach

Students who have dropped out require flexibility in their educational programs; students will enroll in The Excel Center at various skill levels and will balance their educations with many life obstacles, including work and family obligations. Therefore, The Excel Center will use a “one student at a time” method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. Every student at The Excel Center will have a unique educational plan, and the school staff will work with each student to craft an educational program that fits his or her specific needs.

Many individuals who have dropped out of school will re-enter the educational system when they recognize that there are few employment opportunities available for individuals who lack a high school diploma. To respond to this demand, The Excel Center’s coursework and learning environment enables students to access greater career opportunities. Students’ educational plans will build towards post-secondary certificates and/or advanced degrees that lead to career pathways that have better-than-average growth potential in the Indianapolis economy. These academic goals will include courses at post-secondary institutions, including Ivy Tech Community College, that offer tangible skills training to equip students for future careers.

In addition, the school will prepare students to learn the general skills necessary to become successful in 21st-century workplaces. The Partnership for 21st Century Skills developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: a strong mastery of core subjects and knowledge of 21st century issues; life and career skills; learning and innovation skills; and information, media and technology skills.



*The Partnership for 21st Century Skills Framework.
More information on the Framework is available in Appendix F.*

21st century skills are integrated into the school’s curriculum in order to prepare students to become workplace-ready. Students will build on themes and case studies applied in workplace contexts, encouraging students to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content and school progress. The school’s emphasis on these skills will enable each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in his or her career.

Instructional Methods to be Used

The Excel Center will provide a variety of instructional methods that fit each individual's learning style. This flexibility is critical for adult learners, who often must continue their education in locations and at times that are outside traditional school schedules.

- The Excel Center will operate a resource area that will be open for students from the early morning into the night. The Excel Center's extended hours of operation – open six days a week, beginning as early as 7am and closing as late as 10pm – will allow working adults the opportunity to be in school when their schedules permit. In addition to licensed teachers, resource staff and volunteers will be available to answer students' questions and provide one-on-one instruction. On regular dates and times throughout the week, the Excel Center will operate satellite locations in Indianapolis. These locations will have resource staff and instructors present to offer more face-to-face instruction for students, through one-on-one tutoring and small classes.
- A significant portion of the Excel Center's coursework will be delivered through an on-line system available to students at all times. All students will be given netbooks that they can use to access this on-line material whenever they have access to the Internet. Students will progress through learning modules that are designed to teach content aligned to Indiana Academic Standards. Licensed teachers will validate the content of this material and assess students' mastery of the coursework, and students will be able to contact staff through e-mail and instant messaging during the school's operating hours.
 - The school will use two online learning systems for students to complete basic courses – the A+nywhere Learning System and the online resources created by Pearson Education. The A+nywhere credit recovery system allows students to complete the course requirements to earn credits in subjects that are not related to each student's primary interests, and the Pearson Digital Learning system provides a mastery-based online curriculum system that encourages a deeper knowledge and application of the material.
 - Students may progress through on-line material at their own pace and will cover only the material that is relevant to their own personal learning plan. As students cover material, they will be given the opportunity to demonstrate the concepts through digital workspaces.
 - Students' progress in on-line learning will lead to activities that bring on-line learners together for multidimensional sharing activities in order to make personal connections while students continue with their coursework. Distance learning techniques such as reflective journal writing, group projects enabling team learning, and portfolios demonstrating individual abilities will be used to help students understand how to connect on-line material to real-world situations.
- Students will learn to develop skills through projects that bring together material from several subject areas, allowing students to explore the implications of a particular issue or topic across many different fields of study. Each student learns to build problem-solving skills and explores the real-world application of new material. Integrating skill development opportunities into the coursework is well-suited for adult learners because it allows students to incorporate lessons learned at work and in other out-of-school environments into their classroom and online work. For students who have previously

struggled to succeed in the classroom, an integrated approach builds student confidence by exploring themes and developing skills in subjects where students have prior experience, familiarity, and/or interest.^{††}

- Students will create portfolios that incorporate online progress in each course, classroom work, assignments, one-on-one meetings with teachers and course projects. Each course's portfolio reviews allow students and Excel staff the opportunity to reevaluate whether students are adequately progressing through their material and whether any other instructional methods may be more beneficial for that student's learning style.
- Student portfolios will include the results of coursework created through each instructional method a student utilizes in his or her educational planning. Portfolios will include journal reflections on writing and critical-thinking assignments; demonstrations and presentations; and creative work like web sites and other materials. Excel Center instructors will evaluate these portfolios, identifying student progress on the core content of the high school diploma and their mastery of the 21st century skills. A general overview of course progression with portfolio assessments is included in Appendix G.
- Case stories will be used to engage students in a reflective and collective learning process around stories and case studies. The case story model challenges adult learners to view their own experiences as stories waiting to be told and these field experiences can be directly connected to academic progress. Students' own future stories will be used as a powerful motivator to keep students focused on their goals and actively involved in establishing their own education plans.
- Demonstrations (both in classroom settings and within Excel teams) will be used to show adult learners how processes work, and simulations will be used to support an explanation of an idea, theory, belief, concept, or skill. The combination of methods will be considered to supplement content and translate descriptive material into actual practice. These courses will cover different levels of content at various times throughout the week.
- The integrated curriculum allows students to build upon real-world experiences and skills that have been developed in out-of-school situations. In some cases, these experiences can qualify the student for high school credit.

Rigor: A Diploma and Post-Secondary Success

The Excel Center's primary focus is to develop each student's ability to be successful in post-secondary academic environments and to develop the skills required in modern working environments.

^{††} The foundation of The Excel Center's curricular approach is found in Brookfield, S. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass., Cohen, N. (1995). *Mentoring adult learners: A guide for educators and trainers*. Malabar, FL: Krieger, and Daloz, L. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass.

A substantial benchmark in student progress takes place when the student is prepared to enroll in post-secondary education. To qualify for enrollment at Ivy Tech, an Excel Center student must pass the COMPASS College Placement Tests. This benchmark signifies that students have the necessary skills and background knowledge to be ready to succeed in post-secondary learning environments. Therefore, academic progress at The Excel Center not only aims to fulfill graduation requirements but also develops a deeper knowledge of these skills that can make a student succeed in college-level coursework.

The Excel Center will assess students' 21st century skills through competency-based demonstrations of the ability to apply the skills in projects that are integrated into their coursework. Students who develop these competencies are much more prepared to adapt to the requirements of work and educational environments in the future. At The Excel Center, students will be evaluated in both core academic subjects and their ability to develop competencies tied to these overarching skills.

Subjects and 21st century themes:

- Core subject knowledge, consistent with Indiana Academic Standards

Knowledge of critical 21st century themes:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

- Information Literacy
- Media Literacy
- Information, Communications and Technology Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Culture / Ethos of School

The environment within the Excel Center is designed to meet young adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

Many traditional adult education programs lack the flexibility that young adult learners require to become successful. In Indiana, adult education programs follow a process-oriented model that requires adults to learn at the pace established by the program. These programs do not meet the needs of adults who must balance work, life and family concerns with their learning goals. Classes for adults are offered on a few nights each week (most only on Tuesdays or Thursday evenings), limiting access to resources and prohibiting highly-motivated students from progressing faster than the adult education process allows.

Unlike other adult education opportunities, The Excel Center's academic environment is designed to prepare students for post-secondary education, which requires self-direction, initiative and personal discipline. The school will provide a variety of academic opportunities for growth that fit students' needs and learning styles. In order to allow students the freedom to explore these goals, students will determine the pace and content of their academic program. Students who have previously dropped out of school have the freedom not to continue their education, and the students who enroll have demonstrated a clear motivation and value of education. The model is designed around students who have recognized the need for an education and have demonstrated a certain level of motivation to continue their education, and will provide supports to students to continue in this approach by helping overcome life barriers and set realistic goals to mark and continue their progress.

Specifically, students will develop confidence in their own abilities, receive encouragement and support from coaches, and receive advance confirmation that he or she can be successful in post-secondary environments by enrolling in dual credit courses. These supports are intended to develop each student's sense of self-efficacy in achieving his or her educational and career goals.

Research That Demonstrates That This Approach Will Work With Our Anticipated Student Population

A number of organizations across the United States have used elements of The Excel Center's proposed approach and have achieved success helping individuals who have had little success in traditional school continue their educational progress.

Dayton, Ohio-based **Improved Solutions for Urban Systems** operates three charter schools that provide high school dropouts the opportunity to reconnect in education and earn a post-secondary credential in a growth industry in their area. Participants face significant barriers to their educational progress: in 2006, 80 percent of ISUS' participants had been court-involved, more than 90 percent had dropped out, and the rest were on the verge of dropping out. ISUS students can earn high school diplomas and complete industry certifications, or earn credits towards associate's degrees. Typically, ISUS students can gain two grade levels in one year in ISUS' accelerated learning environment.¹⁵

Competency-based approaches that build on each student's educational goals have been effective in helping students out-of-school or at-risk of dropping out learn the relevance of their education. The **Vermont High School Completion Program** implements individualized learning plans that help students at risk of dropping out of school create a learning plan that fits their specific educational and career goals. To fulfill those plans, the group then provides relevant career-related skills training as well as any remedial classes necessary to complete their diploma.¹⁶

Additionally, programs such as **Washington State's I-BEST model** that have combined remedial education with skills-based training tied to occupational goals have been very effective at helping students re-engage in education and connect to post-secondary success.¹⁷

Additionally, student success services include case management, wrap-around services such as child care, transportation, and counseling, and support for tuition, books, and other costs of enrolled students who do not qualify for or are unable to get other financial aid. Peer support groups have been effective ways to keep students engaged in education. **Kingsborough Community College** in Kentucky recently evaluated the educational outcomes of students who were enrolled in "learning communities" of students upon entry. These students achieved higher grades than their peers.¹⁸

A. Academic Standards

The Excel Center's selected online content modules, the A+nywhere Learning System and the Pearson Education digital learning system, are both mapped to Indiana Standards.

In addition to Indiana standards, students will be assessed on their ability to demonstrate 21st century skills. These skills will be evaluated in project work assigned for each class and are evaluated during portfolio applications. Students are assigned projects and are asked to develop these skills in advance, evaluation methods are in development to assess these skills and identify student progress, and a sample skills rubric is included in Appendix H.

Grade Level Groupings at The Excel Center

The number of credits a student has completed (at previous schools or through The Excel Center) will determine the student's grade level. Students will be categorized by grade level to meet Indiana Department of Education reporting requirements. Students with less than ten credits will have freshman status; sophomores will have less than 20; juniors will have up to 30, and seniors will have more than 30.

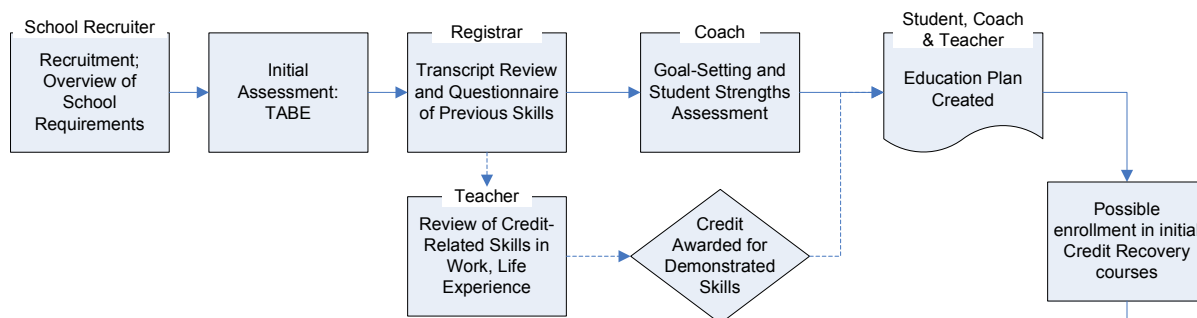
Students will not be told their grade level, and this label will have little significance in assessing or accelerating student progress. Although they it can be useful in conventional academic situations with more traditional student populations, a grade level categorization would have little benefit to a typical Excel Center student. The "freshman" label on an adult learner might create the a mistaken belief that it will take several years to complete the work in The Excel Center, even though the student's self-directed pace may mean that he or she could complete his or her requirements before that time.

Instead of discrete grade levels, students will be grouped into three primary phases of progress in the school. These three phases are to (1) prepare the student for the Excel experience and learning environment, (2) progress through the necessary material and building skills, and (3)

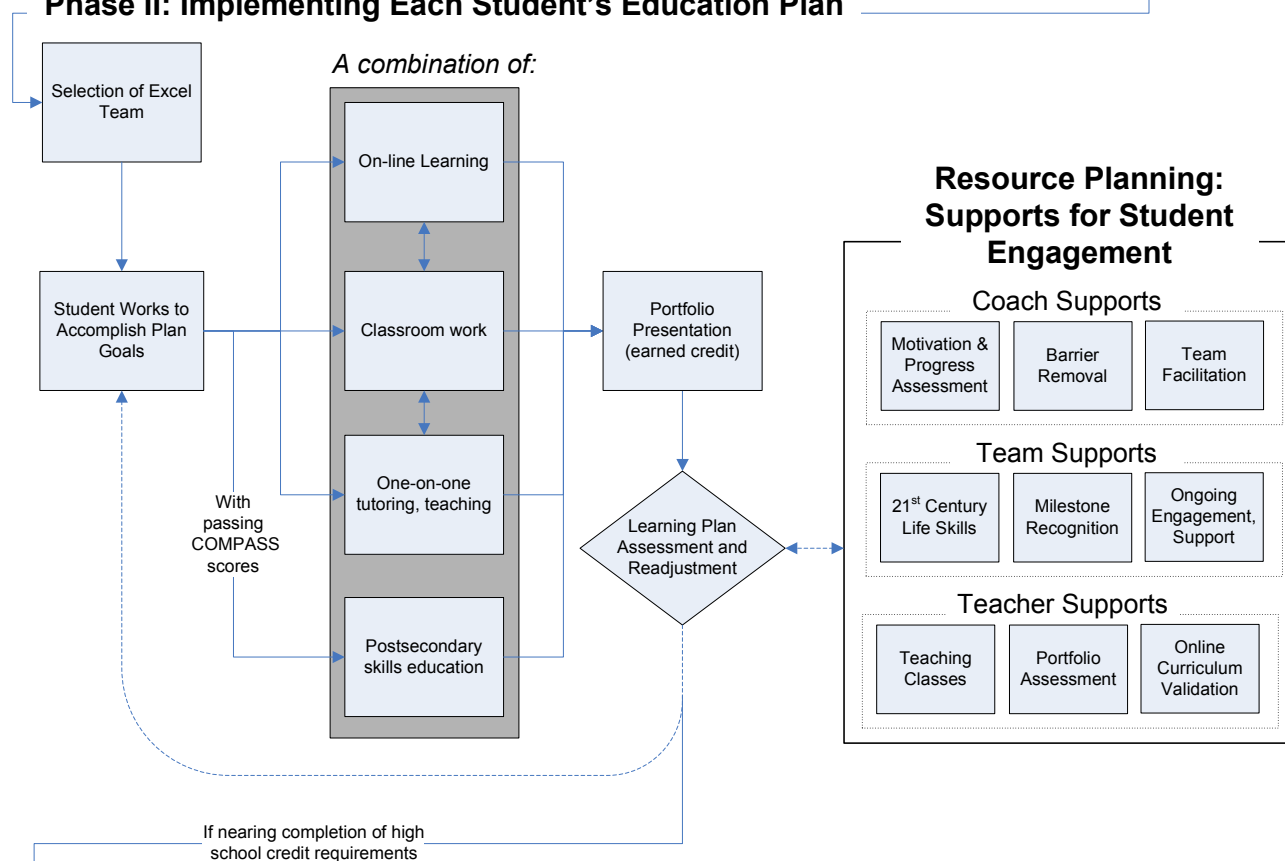
demonstrate learned skills and behaviors necessary to be successful in continued education or work. A student who - for any reason - must leave or withdraw from the school will be able to return to the school at the phase he or she was in before leaving.

Individual Student Progress Flowchart

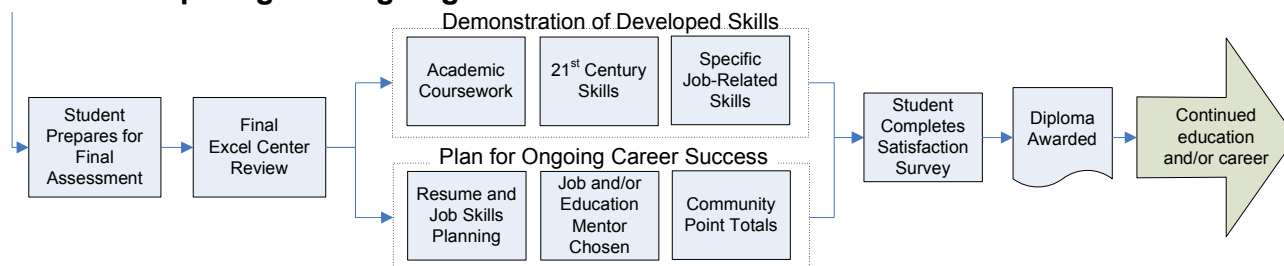
Phase I: Designing Each Student's Individual Plan



Phase II: Implementing Each Student's Education Plan



Phase III: Preparing for Ongoing Academic and Career Success



The first phase is the student's introduction to The Excel Center. During Phase I, students familiarize themselves with the structure of the school and outline the pathway to accomplish their academic and career goals. The goal-setting process involves identifying potential career opportunities and creating an academic plan designed to meet those occupational goals. These plans include assessments of a student's knowledge as demonstrated by any work or life experience that shows mastery of particular skills and can count towards course credit.

The initial student mapping process identifies the student's educational goals and his or her ability to commit to The Excel Center while balancing the needs of school, life and work. A student will evaluate his or her potential time commitment to the school and will pledge to take as many courses as he or she believes is possible. This number of target credits will determine part- or full-time status of each student, and students are required to complete their pledged course load. In addition, students must spend more than half of their learning time physically present at one of The Excel Center locations.^{††} Students will also be able to enroll in credit recovery-track courses to complete academic requirements that are not closely tied to each student's long term goals. These programs will also help the student understand the basic mechanics of working in The Excel Center's individualized environment. Most students will progress past Phase I in a few weeks.

Phase II encompasses the majority of The Excel Center's instruction and skill development, and most students will likely be enrolled in this phase. At the beginning of the phase, students are assigned to a team and begin to develop relationships with fellow students. During Phase II a student is eligible to enroll in Knowledge Mastery courses and has full access to the supports and resources of the Excel Center. At regular intervals, students will evaluate their progress and decide if the learning plans and instructional methods should be adjusted. When a student has demonstrated the ability to be successful in post-secondary education (as evidenced by a passing score on the COMPASS test), he or she can enroll in and receive credits from local colleges and universities.

The final phase is designed to review the student's overall progress in the school and demonstrate the skills he or she has developed that have prepared the student for continued education and/or career success. Students will be nearing the completion of all of the diploma requirements of the school and will focus on developing a more detailed plan for his or her success. Phase III includes a demonstration of skills that reviews the primary coursework accomplished in the school and demonstrates the 21st century skills and any job-related skills the student has developed through the school. In addition, each student is required to tell his or her "future story," explaining his or her plan to remain successful after leaving The Excel Center. Students must demonstrate an ability to locate and use additional community resources and become involved in the community; this progress is measured by student's accumulation of Community Points. Students must explain their plan to replace the supportive relationship that has been previously provided by the coach, by selecting a mentor who can help the student adjust to a new education and/or career.

^{††} The Excel Center is not a virtual school; the face-to-face component of each student's educational program is critical to their success, and each student must spend at least half of their time at an Excel Center location.

Sample Exit Standards

The Excel Center's exit standards highlight skills that students should demonstrate during their Phase III final demonstration. Evaluations of these demonstrations will assess students' mastery core material (guided by Indiana academic standards) and students' proficiency in 21st century skills. Sample demonstration activities are also included to give examples of how these skills are incorporated into project-based learning.

Many 21st century skills are already included in Indiana's academic standards. However, The Framework established by the Partnership for 21st Century Skills was chosen because it can promote and encourage greater student engagement. Individuals are showing interest in the Excel Center because it opens pathways to better employment, and highlighting these skills provides a clear message to students of how their coursework is valuable preparation for later career success.

Mathematics Exit Standards:

Students who graduate from the Excel Center must have the necessary skills to enroll and be successful in post-secondary education. To enroll at Ivy Tech in mathematics classes, students must pass the COMPASS math exam, which tests student abilities in coursework found in Algebra I.

Indiana Academic Standard	Related 21st Century Skill	Phase III Demonstration Activity
Algebra 1.3 Students sketch and interpret graphs representing given situations. They understand the concept of a function and analyze the graphs of functions.	Critical Thinking and Problem Solving <ul style="list-style-type: none"> Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation Make judgments and decisions: interpret information and draw conclusions based on the best analysis 	The student is able to demonstrate and describe the characteristics of a graphed function and information and is able to accurately explain how to create an estimate of predicted values at any point on the function.
Algebra 1.9 Students use a variety of strategies to solve problems. Students develop and evaluate mathematical arguments and proofs.		A student is asked to provide a proof of a mathematical statement. The student is then able to explain to the evaluation panel his or her reasoning. The student must also explain alternative methods that could be used to prove the statement and defend why he or she chose the method used.

English \ Language Arts Exit Standards:

Indiana Academic Standard	Related 21 st Century Skill	Phase III Demonstration Activity
<p>English 12.5.5 Students write job applications and resumes that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately; • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension; • modify the tone to fit the purpose and audience, and • follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document. 	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Make judgments and decisions: synthesize and make connections between information and arguments 	<p>A student presents his or her resume and a sample cover letter expressing interest in a job opportunity in the student's targeted career track. While describing the elements of his or her resume, the student must explain how the items included in the resume are reflections of his or her skills and abilities. Representatives from the student's industry of focus will be present to verify the accuracy of information and give suggestions to improve the student's presentation skills.</p>
<p>English 12.5.7 Students will use precise technical or scientific language when appropriate for topic and audience.</p>	<p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 	<p>A student who has learned tangible job-related skills (like welding) must present and explain those activities to a general audience. The goal is to teach an audience unfamiliar with the work the general skills and terminology used in that industry. Representatives from that industry will be present to verify the accuracy of the information presented.</p>

Students must also develop skills that prepare them for ongoing work and personal success. Many of these skills have been aligned to Indiana academic standards in trade-related coursework. No matter their educational goals, all students must demonstrate some proficiency in essential workplace skills.

Trade and Industrial Education-Related Exit Standards

Indiana Academic Standard	Related 21st Century Skill	Phase III Demonstration Activity
Workplace Competency: Students will demonstrate appropriate behaviors and characteristics needed for career success and for completion of further education and training programs. They will apply academic skills and knowledge to workplace tasks and develop positive relationships with co-workers, community members, and family. <i>Listed as Standard 1 in all of the Trade and Industrial Education courses listed below.</i>	Work Effectively in Diverse Teams <ul style="list-style-type: none"> Respect cultural differences and work effectively with people from a arrange of social and cultural backgrounds 	Based on prior on-the-job experience, a student must explore how cultural differences can create tensions in the workplace. Using case stories, the student can make recommendations about ways the workplace can address these cultural issues in the future.
Career Development: Students will demonstrate the skills and behaviors required for self-sufficiency and management of their personal and professional lives. They will apply planning, research, and writing skills to the development of strategies for educational and employment success. <i>Listed as Standard 2 in all of the Trade and Industrial Education courses listed below.</i>	Initiative and Self-Direction <ul style="list-style-type: none"> Balance tactical (short-term) and strategic (long-term) goals Be Self-directed Learners <ul style="list-style-type: none"> Demonstrate commitment to learning as a lifelong process 	The Phase III demonstration includes a “Future Story” of how a student will be creating a successful career in his or her selected field. The student will identify potential barriers to his or her success and outline strategies to overcome these barriers and accomplish goals.

The academic standards listed above are included as critical elements of the following courses:

- Automotive Collision Repair Technology*
- Automotive Services Technology*
- Building and Facilities Management*
- Building Trades Technology*
- Computer Network Technology*
- Computer Repair and Maintenance Technology*
- Diesel Service Technology*
- Welding Technology*
- Drafting and Computer Aided Design (CAD)*
- Electronics Technology*
- Graphic Imaging Technology*
- Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)*
- Law Enforcement*
- Precision Machine Technology*

An analysis of how 21st century skills and Indiana academic standards are aligned in an English 10 course is included in Appendix I.

C. Curriculum

The Excel Center's curriculum is an individualized road map to student success, and serves as a customizable guide that assists in planning each student's instructional program. The Excel Center's curriculum has two overall goals: 1) teach the necessary content to graduate from with a high school diploma and 2) develop proficiency in the skills - both technical and 21st-century - required to be successful in modern careers. The objective of the curriculum is to ensure that specific skills are taught and mastered in a timely manner and in ways consistent with Indiana state standards.

The learning objectives established in each student's academic plan will identify the particular skills and core knowledge necessary to achieve his or her long-term career goals. In many cases, these goals closely parallel the academic requirements of a high school diploma; however, for some individuals, these courses simply must be completed to fulfill academic requirements, not because they are relevant to their career or academic goals. As a result, the Excel Center will offer two learning tracks for each course in the school, with one track - credit recovery - focusing on the simple completion of course requirements while the other - knowledge mastery - seeks to build long-term knowledge and each student's ability to apply the course information at higher levels of content. Students can also receive credits from courses taught at Ivy Tech.

Credit recovery courses provide students the opportunity to complete high school credit in subjects that are not essential to their long-term educational and career plans. For instance, a student who plans to enter a welding-related field has the option to take history courses in a credit recovery track, because they are not essential to his or her educational goals. Learning is self-directed and can quickly prepare a student to complete the educational requirements of a particular course by relying heavily on online learning and other self-directed methods. Students are required to learn the material and pass the course, but there is little focus on retaining that information long-term and building deeper working knowledge of that content. The primary objective of a credit recovery course is for a student to earn the necessary credit to fulfill academic requirements while not allowing courses that are not critical to students' learning goals to become impediments to student progress.

In contrast to credit recovery, courses in the knowledge mastery track are designed to promote mastery of the information. Knowledge mastery courses are designed to promote a deeper understanding of the required content; students must develop the skills and are expected to build on this core knowledge in both post-secondary education and in job skills. In addition, students have a greater focus on developing 21st-century skills by building on the content of each course within the school.

At the completion of Phase I, students will create educational plans that incorporate both credit recovery and knowledge mastery coursework with some post-secondary classes. The allotment of courses within both tracks is determined primarily (though not entirely) by each student's goals: students who are working towards certificate-level post-secondary programs will have greater numbers of credit recovery courses, and students who are working towards Associate degrees and other higher-level post-secondary programs will rely on more knowledge mastery coursework. A side-by-side comparison of credit recovery and knowledge mastery tracks is

located in Appendix J. In addition, sample lesson plans for portfolio assignments within knowledge mastery and credit recovery programs are included in Appendix K.

Sample Knowledge Mastery and Credit Recovery Course Availability

Excel Center Track Offerings	Knowledge Mastery	Credit Recovery	Ivy Tech (Dual Credit)
<i>English / Language Arts</i>			
English 9	X		
English 10	X		
English 11	X	X	
English 12	X	X	X
<i>Mathematics</i>			
Basic Skills	X		
Pre-Algebra	X		
Algebra I (Essential Skills I)	X		
Algebra II (Essential Skills II)	X	X	X
Geometry	X	X	X
Pre-Calculus	X		X
Calculus	X		X
<i>Science</i>			
Earth Science I	X	X	X
Biology I	X	X	X
Chemistry I	X		X
Physics I	X		X
<i>Social Studies</i>			
World History / Geography		X	
United States History	X	X	
United States Government	X	X	X
Economics	X		X
<i>Electives</i>			
World Languages	X	X	X
Industry-Specific Skills Training			X

Knowledge mastery courses in **English** are designed to develop each student's ability to communicate effectively. Students learn to evaluate an audience; to write, read, speak, and listen well; to utilize technology and artistic expression in the communication process. Students are

introduced to the methods and requirements of conducting research while further developing necessary reading, writing, grammar, and vocabulary skills. Students are required to demonstrate communication skills through presentations and project coursework. Coursework also includes analyzing basic themes in non-fiction and fiction, including poetry and drama. Students analyze various genres of writing. Students develop their writing, speaking, and teaching, and research skills through project-based analysis and presentations. Students develop skills required to manage and complete projects, along with the communication and demonstration skills required to complete the detailed Phase III assessment.

The knowledge mastery courses in **mathematics** help students to begin developing their mathematical thinking processes. A successful student will understand numbers, analyze uncertainty, and comprehend the properties and relationships of geometric shapes. Students will learn how objects are affected and change over time. Additionally, students will learn to manage and understand numerical information, including estimating quantities and representing information through formulae and/or diagrams. In addition, using numbers to evaluate hypotheses, making predictions, and understanding correlations will be taught.

Science/ Courses in **science** on the Knowledge Mastery track will develop the students' ability to think in scientific terms and methodologies. They will learn to use empirical evidence coupled with logical processes to formulate hypotheses and evaluate data. Students learn to frame questions, structure experiments, evaluate results, develop hypotheses, and the means of testing those hypotheses. Additionally, students learn to collect and evaluate relevant data, using controls to ensure reliability, measurements to evaluate and gauge information reliability, analyzing results and drawing conclusions from experimental research. Students will learn to develop appropriate means of presenting results of relevant research.

Social studies courses in the Excel Center are designed to help students understand and appreciate diverse cultural perspectives. Students learn to identify and understand social issues, explore ethical conflicts, and use historical perspectives when evaluating critical issues. Students learn how diverse communities might view an issue and its effects and how particular issues might have changed over time. Students explore how social systems develop around issues, create ethical and moral ramifications, and develop recommendations to address those issues. At the introductory level, information guides students through basic geographical concepts and historical events important to the history and development of the United States. There is also exploration of personal identity and relationship within a larger world history. Later skills include an introduction and understanding of United States government and elements of political science.

D. Assessment

For each course, students will complete portfolios containing all of their coursework that will be used to determine grades. Because students will use a variety of learning methods, portfolios will bring together work from a variety of source materials. Instructors will evaluate progress, and portfolio assessments will provide an opportunity to reevaluate the content, delivery, and support infrastructure each student needs to accomplish his or her education plan. In addition, portfolios will give each instructor the ability to assess each student's development of 21st century skills.

Rubrics will be developed to assess student's skill development and offer suggestions to improve. An outline of the portfolio assessment process and grading standards is found in Appendix L.

GEI will also administer progress tests as required by the Mayor's Office. Each student's Individual Learning Plan will detail any basic skills development that should take place in order for students to achieve at or above his or her grade levels. Excel Center students will also take end-of-course assessments. Based on its target demographics, the Excel Center may not have high initial standardized test scores, but these scores will help determine which content and coursework will be important for students to build on and engage. While test scores do provide a point-in time assessment of student attainment, the Excel Center will focus on promoting student achievement that develops over time. In this school, it is not important *when* students complete courses, but instead simply *that* students are able to pass.

In addition, standardized tests will provide evidence of student progress. At enrollment, each student takes the Test of Adult Basic Education (TABE). The TABE test determines a student's baseline skill level in reading and math and helps determine where the student will begin his or her coursework. In some cases, a student's high scores in portions of TABE test indicate proficiency in materials and can earn the student credit. This baseline skill level determines which courses the student must take to complete his or her diploma requirements. Students will use this information to create a learning plan that combines these courses and, where possible, any skills-based instruction through a local post-secondary institution.

To assess overall student academic progress, students will take the TABE test every 6 months after the initial test. TABE is widely used in adult education programs, and the school will be eligible to receive supplemental adult education funding from organizations that determine performance requirements by TABE scores. Level gains on TABE will be a standard assessment of progress and engagement in the school. Because students are often balancing other concerns with their education, rapid progression through the Excel Center is critical to long-term student success, so the pace of TABE score improvements will be an important indicator of rapid student progress.

To become eligible for enrollment at Ivy Tech and other post-secondary institutions, Excel Center students must pass the English and/or Mathematics portions of the COMPASS® College Placement assessment test. The Excel Center will be an approved COMPASS testing site. Students will be able to take the test as many times as required until they pass the test, and they will elect the time when they are able to take the entrance test.

Standardized test scores will be included in each student's portfolio. Low scores in particular subject areas will help instructors re-evaluate the student's lesson plans and suggest alternative learning methods address subjects or areas of concern. Consistently low scores in certain subject areas within general student population will lead The Excel Center's staff to re-evaluate the basic structure of certain courses by readjusting the default instructional methods available to each student. Students who progressing at academic levels above the school's performance standard will be encouraged to take courses at the postsecondary level in order to both high school and postsecondary credit. Students who test below common performance standard are able to continue working at their own pace.

E. Support for Learning

The Excel Center's learning environment is intended to meet the needs of mature learners. Students who enroll in the Excel Center have the freedom to choose not to attend school, so most do so out of a strong motivation to increase their education to meet some substantial life goals. This motivation - to increase their education and create better opportunities to get a good job - is central to the academic environment and the culture of the school. The Excel Center's individualized and self-directed approach requires highly motivated students who can develop the initiative to use the school's various resources and instructional methods in the way that best fits their unique needs.

The Excel Center's young adult learners will be largely responsible for their own education. Instructors in the school will be the leaders of the educational content; students will set their own academic goals, and select the instructional methods that work best for them. Instructors will help facilitate student learning by assisting students as they work to achieve their goals. Excel Center instructors and resource staff will not operate as authority figures but instead facilitate student learning and allow each student to accomplish his or her own goals, providing assistance to students struggling with material and asking guiding questions to allow students to discover answers on their own.

Many older students are no longer comfortable in traditional high school environments. Students who are older than 18 years of age and have accumulated very few credits often struggle when placed in freshman-level classes with fourteen- and fifteen-year olds. An educational experience designed to support younger adolescents does not meet the needs of older students, who often find those environments immature and stifling. The school will not include other activities found in traditional high school experiences like pep rallies, sports teams, or extracurricular clubs. Instead, the school will focus on supporting and equipping young adults to balance other life concerns with continuing education.

Interactions between students and Excel Center staff will be an opportunity for students to develop communication skills that will be useful in a professional environment. The school offers a number of daily opportunities to explore how they each student can interact and demonstrate appropriate workplace behavior. Students must learn to navigate the school's learning system: they must be able to sign up for classes, set their own schedule, and arrive on time to their appointments. In addition, student demonstrations will refine their presentation skills and develop confidence to speak in front of large groups of people. In addition, students will learn peer-to-peer interactions through their teams and in group projects.

Strategies to facilitate student learning and ongoing engagement

The self-directed methodology at The Excel Center allows each student to be engaged at a pace that fits each student best, and, because students are free to establish their own schedules, students are able to be physically present or at work in the school at times that fit their needs. The structure of learning teams and coaches provides valuable insight, support, and motivation for students to remain engaged in their education. Learning teams which meet bi-weekly create an opportunity for students to receive peer-to-peer support through informal progress checks, celebrations of milestones that students have achieved, and participation in life skills-related

programs, many of which are aligned with 21st century skills. The team structure allows students to create an informal support network and a community of individuals that can help one another remain engaged.

The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that a coach will create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence). Coaches will meet with each of their students at least biweekly to check in and identify whether there are additional supports or questions needed to keep each student engaged.

Student attendance will be registered through on-line login timestamps and frequency of on-line activity. The immediate feedback made possible through online content will allow Excel Center staff to quickly diagnose problems related to student progress. An alert system will notify coaches if students are not progressing through online content, and coaches will use this information to meet with students to try to determine the issues that are interfering with their progress. In addition, the feedback in the course system will allow instructors to recognize which topics are problematic for students and to recommend students utilize other resources in the school, including classroom work, one-on-one tutoring and the Excel Resource staff.

The Excel Center will work to address some of the most significant challenges impeding student progress. To accommodate students' childcare needs, GEI will operate a child Drop-In Center where parents can send their children to be safe while they continue their coursework. The Drop-in Center is only intended to allow parents to continue their work without worrying about the safety or care of their children; it is not intended as a means of child development. Parents must supply food, diapers, and other personal items for children to use, and children can stay for up to 4 hours at any time. More information on the drop-in center is available in Appendix M.

Community Points

The school will create incentives to promote student engagement by using "Community Points," a scoring system that grants students recognition for their involvement in the Excel Center and in the community. Points provide consistent tracking of student progress and identify how well a student is adapting to school, work, and general community activity.

Points are given for a variety of activities:

- A student earns points through scheduled participation in team and coach activities. Consistent attendance in these activities is a requirement for continued participation in the Excel Center.
- Students also earn points for continued engagement and work and school. Students who have a job earn points for consistent attendance and working the number of hours scheduled while progressing through academic coursework. Students are not working work can earn points for being actively involved in the Excel Center throughout the day. Students can earn points by participating in job shadowing or internship activities related to each student's field of interest.

- In addition, students earn credit for participating in activities in the community. Students with significant life barriers will earn community points for accessing community organizations that can provide assistance. Conversely, students with little need for these resources will be encouraged to become more active in civic and community life by volunteering and attending supplemental seminars on life skills.

Students are required to earn ten points each month while they are enrolled in the Excel Center. A student who consistently earns fewer points may be asked to re-evaluate his/her participation in the school. However, there is flexibility in how a student might complete the point requirement each month. For example, a student who experiences a life crisis might be unable to complete school/work requirements that month. However, the student may be able to complete the community point requirement by demonstrating that he/she used additional community resources to address that particular issue.

Points are evaluated each month by a student's coach. The points system is based upon similar standards used in Jobs for America's Graduates (JAG) programs across the United States. More information on the community point system is included in Appendix C.

Discipline Policy

The school has a strong emphasis on self-discipline and regulating one's own behavior: students must behave as they would in a professional environment.

Nevertheless, discipline issues will likely arise at The Excel Center. Unfortunately, methods of discipline found in traditional high schools will not be effective with this student population. Parental notification, in-school and out-of-school suspensions are inappropriate disciplinary methods of promoting good student behavior. A student who is unable to behave in a self-directed learning environment will struggle to be successful long-term in The Excel Center, in post-secondary education or in the workforce, for that matter. As a result, the school will take a zero tolerance policy towards gross violations of student behavior, including fighting, threats of violence, or other significant violations of student behavior. As a result, when gross violations of student conduct occur, students will be expelled from the school.

A detailed student discipline policy chart is included in Appendix N.

For many students, behavioral issues are indicative of problems that occur outside of school environments. Therefore, Excel coaches have the particular challenge of identifying potential issues that might affect student conduct. Where possible, the coach will try to connect the student to community resources or other organizations that might be able to ameliorate some of the deeper issues that can result in poor student behavior.

Family-School Partnerships

Coaches will be the primary liaison between school and the families of Excel Center students. Coaches will meet with students and their families to understand the family dynamics affecting student success, and parents and other family members will be invited to attend demonstrations of student materials and special Excel Team meetings that are open to other family members. Students in the Excel Center will have a higher degree of independence than traditional high school students; many students will no longer live with parents or guardians, and many students

will be taking care of their own children. Where necessary, GEI's Student and Family Services will be used to help address any issues or barriers to family well-being that affect a student's ability to be successful in school. Most often, these barriers will relate to providing care for young children of students.

Parental satisfaction with the school will be assessed through surveys of parental satisfaction. Surveys will be conducted by the Mayor's office and will be published in the Mayor's Performance Framework. Because many students might live independently or in their own families, the school will conduct surveys of students as well. Surveys will be conducted immediately after the Phase III demonstration, right before students graduate from the Excel Center. Students will be asked about their satisfaction with the Excel Center, their readiness to continue their education, and how effectively the school solved problems for students and their families. The survey will include questions regarding how the school performed at addressing the barriers of other family members and whether additional supports could improve student success. The survey is included in Appendix D.

Community partners will be critical to the school's success. Tangible examples of community partnerships might include:

- Connecting students to post-secondary academic opportunities. Through Ivy Tech Community College's Dual Credit offerings, a student would be able to take courses leading to an HVAC certification while enrolled in the school. These courses will allow each student to earn high school credit.
- Community providers will be critical to meeting particular needs of a student. For example, a student who is struggling to find consistent options for safe housing will be referred to Stopover, a residence program for youth administered by the John H. Boner Community Center. Because Stopover has a requirement for a student to be enrolled full-time and working part-time (or vice-versa), Goodwill Industries will also be used to provide job opportunities for Excel Center students in need of employment.
- Recognizing that a large number of students enrolled in the Excel Center live in certain areas in Indianapolis, the Excel Center would work to open a satellite at a LISC-supported community center on Saturdays that is accessible to that community. By being open once a week in that area, students would have easier access to the resources of The Excel Center, including coaches and teachers, allowing students to focus on their education, not on transportation.

F. Special Student Populations

The Excel Center for Adult Learners will share many student support services and much organizational infrastructure with the Indianapolis Metropolitan High School. Therefore, many of the supports for special student populations will be shared between the high schools.

The Excel Center's curricular approach supports students with unique needs. By learning at their own pace, students are able to engage with material that meets their needs at their level of ability. Students who are below grade level will have a variety of opportunities to catch up. The integrated curricular model permits students to build on their own work and life experiences while simultaneously learning new content. This individualized and mastery-based approach

ensures that students develop mastery of concepts and techniques to connect students to future plans.

LEP Learners

The Excel Center anticipates that some students will have a native language other than English. GEI staff will connect LEP students with the resources they need to learn and remain engaged in schoolwork. Where possible, some on-line content will be available for Spanish speakers, and there will be bilingual staff available to assist LEP students to access the resources of the school. GEI will contract with outside providers in order to meet the educational needs of any second-language students who do not speak Spanish.

Students with limited English proficiency will benefit from the school's focus on tangible, skills-based coursework. In particular, skills-based training in industry-specific certificate programs will assist limited English speakers with vocabulary and terminology needed to work in particular industries. On-line resources are available in Spanish and other languages as well.

Special Education

The Indianapolis Met has developed strong experience working with special education students. The number of special education students in the Met has grown each year since the school's opening; 27 percent of the student body is currently in special education. Indianapolis Met's "one student at a time" approach has been very effective with special education students. Its teaching aids, staff support, and infrastructure have all been effective means of promoting achievement among the special education population. Many of GEI's special education services will be shared between both schools.

Excel Center teachers and resource staff will be trained on strategies to identify students with learning disabilities and other challenges. In addition, since many adults struggle with the stigma of a learning disability and will try to hide that information, the identification process will include each student's coach to provide emotional support.

Like other Excel Center students, students in special education will create individualized learning plans to accomplish their learning goals. However, these plans will include more robust analysis of resources to support their learning. Dedicated special education supports will be available until students age out of the special education program at 21. At that time, students may be able to receive additional support through Vocational Rehabilitation Services.

Students with disabilities will be able to access the instructional methods that best suit their abilities, whether online, one-on-one, or within a classroom setting. Accessibility options with on-line curriculum allow students to access the same material as other students and work at their own pace.

G. School Characteristics

School Calendar

The Excel Center will operate year-round and will be open over 300 days each year. The school will be closed on Sundays and on the following holidays:

New Year's Day
Memorial Day
Fourth of July

Labor Day
Thanksgiving Day
Thanksgiving Friday
Christmas Day

Holidays that fall on a Saturday are observed as a paid holiday on the preceding Friday; holidays that fall on a Sunday are observed as a paid holiday on the following Monday. Excel staff - including teachers and coaches - will accrue vacation time and will be able to take paid time off.

After the start-up phase of the school, new students will be able to enroll in the school as spaces become open, whether through student attrition or graduation. Students will enroll throughout the year and will accomplish milestones at various times throughout the year.

The school will operate six days a week, Monday - Friday, and its resource area at the Michigan Street location will be open from 7am to 10pm, with a shorter schedule on Saturdays built around students' attendance patterns. A variety of activities will take place in the facility throughout each school day, including classes, one-on-one tutoring, self-directed study, and coach and team activities. Resource staff will be available to assist students with particular questions related to their coursework. Throughout the week, classes will be held at various times, skill levels, and, in the second or third year of operations, additional locations. Schedules will be written based upon student availability and need: at enrollment, students will establish their most typical attendance patterns in the school. Based on these recommendations, staff will adjust classroom schedules – and skill levels – to meet the students' ability to attend classes. Two full-time staff schedulers will work to establish these calendars and connect students to the classroom resources that are available for each student. In addition, schedulers will work to find times for students to meet with their coaches and teams, which will happen both during the day and also during evenings and weekends.

On-line content will be available for students at all times, so students who have access to an Internet connection at home or in a local public space may be able to continue their education at any time. During the resource area's operating hours, teachers, resource staff and tutors will be accessible electronically via email and instant messaging to answer any questions that students may have while working on-line. A staff rotation will be created to ensure that there is always a staff person "on duty," and any questions asked to staff outside of working hours will have a response by an instructor or resource staff person the next morning.

Class schedules, meeting times, and locations will be adjusted quarterly to reflect any changes or development in student plans. Coaches will ask each of their students if their attendance schedules will likely change in the coming months, and schedulers will adjust the schedules to reflect students' needs, progress, or changes in community locations. In addition, teams will

adjust their meeting habits to ensure that students are able to attend those events and coaches as well.

For parents with children, the drop-in center will be open from 8:00am to 8:00pm in a small room in the two-story wing of the building. During the daytime hours, attendance is limited to children ages 0-3, and in the evening, children up to age 12 are allowed to attend. The drop-in center will use the library of the Indianapolis Met High School during the evening hours to provide additional space for older children.

A Day in the Life of the School:

Students at the Excel Center will attend when their schedules allow. As a result, there is no one set experience of a typical day for a student, as each student's instructional program, community supports and resources will create a unique educational experience. However, a typical day for a student with a young child would look as follows:

- At 8:00am, a 21-year-old student arrives at the Excel Center to begin working. Before unpacking her items, she drops off her 2-year old at the Excel drop-in center, recognizing that she must pick up her child before noon.
- For an hour, the student works independently on United States history on-line material at one of the computers in the Excel resource area. At infrequent intervals, she calls over resource staff and work-study tutors to help answer her particular questions.
- At 9:00am, she enters a classroom and attends an Algebra I class of 11 students to review polynomials. Students watch the teacher demonstrate a solution to a problem on the white board, and then students practice solving equations in small groups.
- The class ends at 10:00am, and the student returns to the resource area to grab a snack and take a break. At 10:30am, the student meets with her coach to discuss her recent portfolio evaluation and whether she needs to take advantage of more classroom work to supplement her on-line coursework. Additionally, the two discuss time-management strategies to plan ahead while she works extended hours at her job over the coming weeks. After their check-in is over, the coach and the student meet the scheduler, and the two set their next meeting date in two weeks to adjust for the student's work schedule.
- At 11:50 am, the student returns to the drop-in center and retrieves her child. The student then takes her child to her grandmother's house and heads to work.
- After working that evening, the student brings her netbook to a local library to continue studying U.S. history on-line. When she has questions, she instant messages the instructor on-duty for clarifications. When the library closes, she collects her child from her grandmother and heads home.

IV. Organizational Viability and Effectiveness

A. Enrollment / Demand

The Excel Center will provide a much-needed opportunity to a segment of the central Indiana population that lacks educational access. A large number of the more than 80,000 members of the community that lack a diploma could improve their educational attainment.

Students who have learned of the Excel Center concept have demonstrated substantial interest in the school. A focus group of students in Adult Education classes run by the Metropolitan School District of Washington Township indicated strong interest in the concept of the school. In particular, students appreciated the school's emphasis on jobs and future employability; many students indicated that increased job potential was a primary reason for them to enroll in Washington Township's Adult Education program. In addition, many students who are currently enrolled in the Indianapolis Metropolitan High School – or who were not successful when they were here – have shown strong interest in the school. A number of current Indianapolis Met students would be eager to enroll in The Excel Center, where its more mature learning environment is better structured to meet their educational needs.

Recognizing there is substantial need, the Excel Center's individualized approach will work best in a small-school environment. Adult students will learn better in an intimate setting that gives each student the flexibility and freedom to learn at his or her own pace. Moreover, the team and coach structure is designed to promote meaningful relationships of support between staff and students, and a school size that is too large will inhibit these relationships from forming. In addition, a school that is too large will stress the administrative and space requirements.

At full capacity, The Excel Center will enroll the full-time equivalent of 500 students. The size of the school will allow enough groups of student teams, teachers, and the infrastructure to make significant community impact while still maintaining a supportive and small-scale learning atmosphere. Staff will need frequent and open communication in order to operate in the school's flexible approach; schedulers, coaches, teachers and administrative staff must be able to touch base on various topics throughout the day. The school's small size will encourage this consistent communication that would be difficult to achieve with a larger school.

The future growth of the school will, to some degree, be dependent on Goodwill Education Initiatives' ability to establish additional locations in other areas of the community. The potential for such growth will be enhanced by the many strong relationships Goodwill has with a wide variety of organizations in all parts of the metropolitan area.

In its first year of operation, The Excel Center will enroll 200 students. The size of the school allows a sufficient sample size to understand the typical patterns of adult students, allowing the school to establish a reliable routine with schedules, course offerings, and other information. In addition, the school's size will also create significant impact in the community while still allowing the school administrators and coaches to have significant influence in shaping the school's culture. During each of years 2-4, another 50 students (or their full-time equivalent) will be added to the school, and in year five, an additional 100 spaces will become available. This expansion plan allows the school to add a new coach every year to match the pace of enrollment growth in its first years, and then allows more rapid growth in the fifth year as the school has established consistency and routine operations in its satellite locations.

Marketing and Recruitment

The Excel Center for Adult Learners will be assisted by Goodwill Industries in the development of the school's marketing plan, and Goodwill Education Initiatives staff will be responsible for student recruitment for the Excel Center.

The Excel Center will be available to any adult who would like to continue his or her education, and the school's student body will likely include students of various ages. However, the school staff will actively target young adults between 18 and 22 years of age. Goodwill Industries has significant experience working with this demographic: in addition to the Indianapolis Met, Goodwill's Youth Learning Center worked with out-of-school youth for many years. Nationwide, other adult education programs for out-of-school adults have demonstrated success promoting educational attainment within this age demographic,¹⁹ and locally there are more options for younger adults to succeed in post-secondary education; the majority of Ivy Tech Community College's central Indiana student population is aged 15-24.²⁰

GEI will combine many student enrollment activities between both schools, enabling GEI staff to present to a potential student the option to enroll in either The Indianapolis Met or The Excel Center. While the schools share many similar traits, they are structured to accommodate the specific needs of students in different age groups.

Because of its uniqueness in providing educational opportunities, a number of community providers will refer students to The Excel Center. Ivy Tech will refer students with low academic skills to The Excel Center to catch up and then enroll when they have reached a baseline level of proficiency. In addition, local WorkOne centers will refer individuals who have demonstrated interest in skills training but also do not have proficiency at a 9th grade level. In addition, Goodwill employs many individuals who could benefit from The Excel Center. Currently, 34% of Goodwill's employees aged 18 to 22 in central Indiana – over 60 individuals - lack a high school diploma or GED.

During the school's startup phase, The Excel Center will take applications from students who desire to be included in the class. Recruitment for the school will begin in earnest once the school has been approved by the Mayor. On Tuesday, June 8th, the Indianapolis Met will be hosting the Community Literacy Summit at Goodwill's headquarters, where the theme of the event will be "The State of Adult Education" in Indianapolis. If the Excel Center charter has been approved, then the Summit will be a valuable opportunity for community providers working with adults in education to learn about The Excel Center and how to make referrals to the school.

If a large number of students apply during the summer of 2010, the Excel Center will use a lottery to select its first 200 students. Students who are unable to enroll in the school will be assigned a place on a waiting list to be added when spots become available. Enrolled students will graduate at various times throughout the year, and new spaces will be filled from a waiting list of interested students on a first-come, first-serve basis they become available.

B. Human Resources

Characteristics of a quality instructor include, above all, the ability to meet students “where they are”. He or she employs a student-centered approach, effectively tailoring the service delivery strategies to the individual students’ needs, approaching education with creativity and innovation. The teacher must be able to use a variety of teaching styles, including one-on-one instruction, case stories, seminars, self-paced lessons, and computer-based tutorials. The position will work with the instructional team to meet the educational objectives and to adhere to the Indiana State Standards. Additionally, the approach will support the school’s motto: “Relationships, Relevance, and Rigor”.

Although not a teaching-related position, coaches are responsible for the encouragement and motivation for students to overcome life barriers and continue their education. He or she will have responsibility for five to six teams of eight to ten students each. The coach will need excellent communication skills and an ability to make connections with individuals from various backgrounds, cultural groups, and ways of living. The coach will require a strong level of emotional intelligence to cope with the barriers that students face and to provide motivation and encouragement to struggling students. Additional responsibilities include: administering the intake process, assessing life experiences, determining education tracks with instructional staff, connecting students with supportive services to ensure success.

Staff recruitment will be managed by Goodwill’s Employee and Organizational Development (EOD) division. EOD staff currently recruit all teachers and staff members for the Indianapolis Metropolitan High School. The talent acquisition plan is based on Targeted Selection®, a competency-based behavioral interviewing system used across the Goodwill organization. EOD’s talent acquisition strategies approach assesses applicants’ behaviors, motivations, and technical knowledge necessary to accomplish the tasks of the target position.

Professional Development

Continuing education and development is an integral part of individual and team success. All employees will be challenged to expand and improve their professional competencies and remain current on educational trends in support of the Excel Center’s goals and objectives. To this end Individual Learning Plans will be established and periodically reviewed by the school director. Budgets will also be established to support an employee’s professional development unique to The Excel Center’s experience. In-school workshops, seminars and certified learning programs will be designed and funded if possible to ensure each employee’s development plan is realized. Because of the unique year-round nature of the school, multiple professional development opportunities (both on-site and off-site seminars and conferences) will be available at points throughout the year. Excel Center staff will assist in the identification, design and delivery of these learning opportunities.

Because of the specific challenges of their position, coaches will conduct regular group meetings to identify strategies to improve their effectiveness with each student. These meetings will involve sharing strategies and connections with other community organizations, creating communities of practice, and so on. In addition, coaches will also meet bi-weekly with the assistant director one-on-one to review progress and make any adjustments.

Staffing Plans and Compensation Structure

Position	Year						<u>Base Salary</u>
	Start-up	1	2	3	4	5	
Coaches	1	3	4	5	5	7	\$32,000
School Director	1	1	1	1	1	1	\$99,000
Assistant Director	1	1	1	1	1	1	\$60,000
Teachers (FT equivalent)	0	4	6	8	10	12	\$42,000
College Coordinator	1	1	1	1.5	1.5	2	\$40,000
Resource Staff	1	2	2	3	3	5	\$30,000
Receptionist / Scheduler	1	2	2	2	3	4	\$26,000
Special Education	0.5	0.5	1	1	1.5	2	\$42,000
Registrar	1	1	1	1	1.5	1.5	\$40,000
Total Teachers	1	4	6	8	10	12	
Total Support Staff	6.5	11.5	13	15.5	17.5	23.5	

Job profiles of critical Excel Center positions – including special education staff positions – are included in Appendix O. A summary of benefits available to GEI staff is included in Appendix P.

Much like students, teachers in the school will have irregular school days. A typical day in the life of an instructor is as follows:

- At 7:00am, an English instructor arrives at the resource area and logs on to her email and instant messaging system. She is the assigned staff member who answers questions that student may send digitally. In the early morning, students have few questions, so she uses her free time to review her upcoming schedule and plan out writing and project prompts for upcoming portfolio assignments.
- At 9:00am, she begins to meet with students for portfolio check-ins. She meets with students to give constructive feedback on their projects and to assign new projects. She meets with six students in the morning before stopping for lunch at noon.
- At 1:00pm, she leads a class on persuasive writing. About five students are in the small seminar class. The teacher leads students in sharing their work and giving and receiving feedback
- From 3:00pm to 4:00pm she reviews lesson plans and prepares for her next day of work. She grades portfolio writing assignments and leaves work at 4:00pm.

B. Governance and Management

The Excel Center will be operated by Goodwill Education Initiatives, Inc. (GEI). GEI is a 501(c)(3) entity established in 2004 by Goodwill Industries of Central Indiana, Inc. GEI, which holds the charter for and operates the Indianapolis Metropolitan High School, will also be the charter holder and policy maker for the Excel Center. Articles of Incorporation, By-Laws, and proof of GEI's not-for-profit status may be found in Appendix Q.

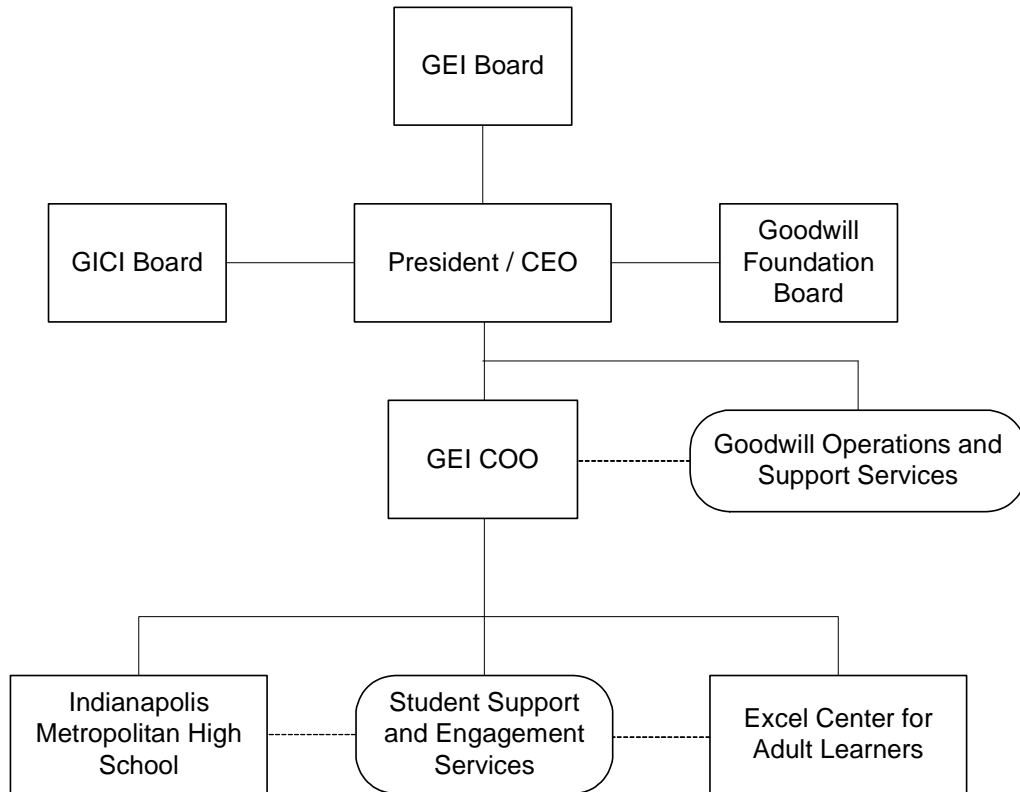
GEI has a Board of Directors composed of ten persons, a majority of whom are appointed by the board of Goodwill Industries of Central Indiana, Inc. (GICI). The president of GICI is also the president of GEI and is a non-voting ex-officio member of GEI's Board.

The chief operating officer for GEI is an employee of GICI and reports directly to the CEO.

The school director and all staff will be employees of GEI, with the staff reporting to the school director. All non-academic functions of the school (human resources, information technology, building maintenance, marketing/public relations, fundraising, accounting and food services) will be provided by Goodwill Industries under contract with GEI.

The Excel Center and the Indianapolis Metropolitan High School have congruent philosophies and will serve very similar target populations. Support infrastructure within Goodwill Education Initiatives will share responsibilities for both The Excel Center and the Indianapolis Metropolitan High School. This structure allows staff who have been successful within the Indianapolis Metropolitan High School to use their experience with Excel Centers students as well. The Excel Center will also benefit from the working relationships Indianapolis Metropolitan High School staff have created in the community; students enrolled during the Excel Center's earlier years will benefit from the expertise and relationships the college counseling staff has created with local colleges and other post-secondary institutions.

Organizational Chart: Goodwill Education Initiatives, Inc.

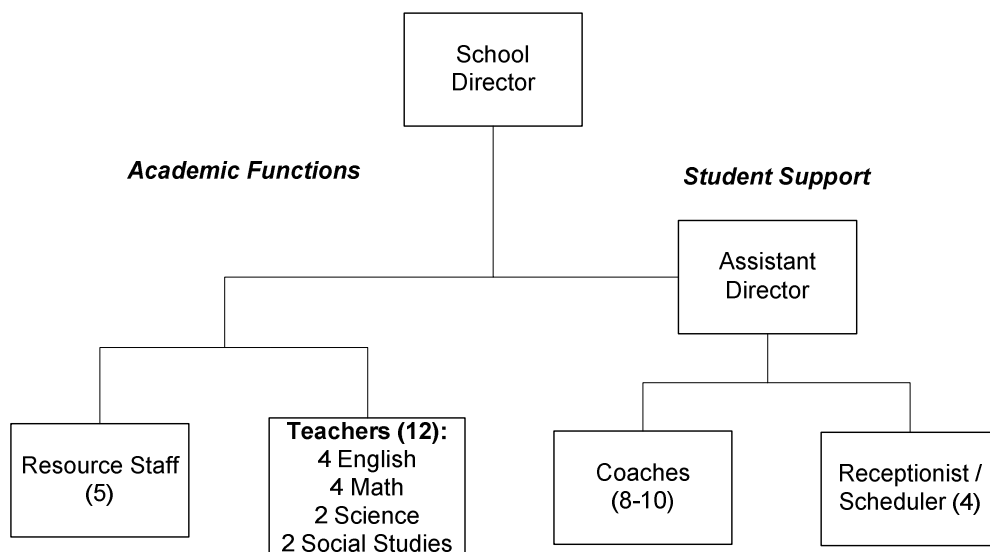


The chief operating officer will coordinate the relationships between these support functions and the directors of both the Indianapolis Metropolitan High School and The Excel Center.

Student support and engagement services shared by both schools will include:

- Student recruitment
- Student and family services
- Transportation
- Student administration
- Special education services
- College counseling, enrollment and retention

Excel Center for Adult Learners
Organizational Chart at Maximum Capacity
Operating in multiple locations



Roles and Responsibilities of School's Leaders

Board of Directors

The GEI Board will be the ultimate governing body for the Excel Center. The board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities include:

- Monitoring the school's key performance indicators
- Establishing policy
- Approving long-range plans
- Approving annual plans and budgets

- Approving any actions that would create or have the potential to create significant obligations for the schools
- Ensuring financial solvency
- Interpreting the schools to the community
- Assessing its own performance
- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that GEI is in compliance with all applicable laws, regulations, and contracts, including requirements of the school's charter

In addition, the GEI Board is responsible for periodically (no less than annually) reviewing and evaluating the relationship between GEI and GICI to ensure that services provided the schools by GICI are meeting quality expectations, providing good value for the school, and are enhancing GEI's objective of being a good steward of its resources.

The Board of Directors of Goodwill Industries of Central Indiana, Inc. appoints a majority of the members of the GEI board. Candidates for the remaining positions on the board are recommended by the board's governance committee and are voted upon by the board of directors. Candidates are selected to give the overall board an optimal combination of skills, expertise, experiences, and perspectives for effective governance of a publicly chartered high school. Directors are elected or appointed for three-year terms, with the terms of approximately 1/3 of the directors expiring each year.

Board members are not compensated for their service; they are required to disclose any potential or perceived conflicts of interest and abide by Goodwill's conflict of interest policy, which is included in Appendix R. Goodwill invests in GEI through back-office support and in subsidies for the Indianapolis Metropolitan High School. Goodwill's investment in GEI exceeds the cost of any services – including rent and facilities expenses – which GEI may pay to Goodwill.

All new members of the board receive an in-depth orientation, which includes an extensive explanation of how the school operates and the relationships between the school and Goodwill. Ongoing board development includes presentations at board meetings on various aspects of the school's operation. Board members are also invited to attend student demonstrations.

Each member of the board receives a monthly report of the school's operations, as well as a financial report.

President/CEO

The president provides overall executive leadership for GEI. Specific responsibilities include the following:

- Providing staff support for the board of directors
- Articulating a vision for GEI
- Leading strategic planning activities, including planning for physical plant and capital equipment for the schools
- Monitoring the external environment to detect changes that might pose a threat or create an opportunity

- Hiring, developing, and assessing the performance of the COO
- Setting high standards; measuring and monitoring key performance indicators
- Exemplifying the values of the school and ensuring that they are being upheld throughout GEI and schools operated by GEI
- Developing and maintaining relationships that are essential or that could be helpful to the school and/or its students
- Assisting in interpreting the school to the community
- Assisting in raising financial support for the schools

Chief Operating Officer/COO

The chief operating officer's responsibilities include:

- Providing overall leadership for the operation of the schools
- Arranging for the non-academic supports needed for effective operation of the schools
- Coordinating wraparound services needed by students and their families
- Serving as GEI's primary relationship manager with education-focused stakeholders, including the Mayor's Office of Charter Schools, Indiana Department of Education, and others
- Reporting to the president any concerns regarding performance of staff of the school or of GICI that might adversely affect the school's effectiveness

School Director

The school director will be the chief academic officer for The Excel Center and will assist in directing, planning, managing, and coordinating the educational goals and vision of the school. In addition, the school director insures that instructors and school curriculum are applied according to the principles of The Excel Center and that the school is meeting its desired educational outcomes. Essential duties and responsibilities for the school director include the following:

- Develops strategies, goals and objectives for the school and manages the implementation of these objectives
- Participates in the development of overall educational strategies
- Assists instructors in setting priorities, facilitating meetings and developing their leadership skills
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana Academic Standards
- Represents the school, as appropriate, in community planning and policy-making activities.

Assistant Director

The assistant director is responsible for coordinating the student engagement and support functions within the school. He or she will provide hands-on leadership and guidance to coaches and administrative support staff. The assistant director will leverage organizational

resources to ensure that students are supported in a way that ensures success with both academic and personal goals. Essential duties and responsibilities include the following:

- Participates in the development of overall educational strategies for The Excel Center
- Develops strategies, goals and objectives for the coaching staff,
- Provides work scheduling support and follow up to meet the needs of the students
- Assists coaches in setting priorities, facilitating meetings and developing their leadership skills
- Identifies, establishes, and maintains relationships with supportive community resources
- Works effectively across the organization to link ancillary services to students

D. Financial Management

Financial management for the school will be overseen by the board of directors.

Day-to-day financial management will be provided by the business manager of GEI, who also acts as the assistant treasurer for the board. This person will be assisted and supported by the chief financial officer of Goodwill, who is also the board treasurer of GEI, and the controller of Goodwill. Also included in the financial operations is Bookkeeping Plus, who produces all of the required state financial reports. GEI's chief operating officer also helps oversee the financial matters of the school. The State Board of Accounts conducts a bi-annual audit as part of normal state oversight. The Mayor's Charter School Office staff also does a yearly review that includes a look at the school financial statements.

The annual budget will be developed each year by GEI's Chief Operating Officer, the School Director, and the GEI Business Manager with assistance from GICI's President/CEO and Chief Financial Officer and other GICI staff as needed. The budget will be presented to the GEI Board for review, modification as it deems necessary, and adoption.

Fundraising plans for the school will be provided by the development department of Goodwill. In the short-term, The Goodwill Foundation will research potential private grants to cover operating costs during the school's first year. In addition, the Goodwill Foundation will solicit other private grants and donations to support the operation and development of the school.

E. Budget

Budget projections for the first five years of the school's operation are found in Appendix S. A first-year cash flow analysis is included in Appendix T.

Revenue Assumptions

Per pupil payments: Funding assumptions for The Excel Center use the six-year history of the Indianapolis Met as a basis. The student population, while older, will mirror the demographics of the Met and result in a similar complexity index. That per-pupil amount is estimated at \$6,500.

State and Federal Discretionary grants include a minimal amount for Title I, as those monies are designated only for students 21 years old or below. We assumed 5% of Excel Center students would be eligible for Title I funding. The Indiana Department of Education administers a federal charter school startup grant. The average award given by IDOE for the planning phase is \$175,000, and the two-year implementation phase average is \$250,000.

The Indianapolis Private Industry Council (IPIC) has indicated strong support for the Excel Center. The Excel Center will receive funds to support student progress; Individual Training Accounts, \$3,000 per year for eligible participants to gain industry-recognized credentials and degreed education. IPIC believes a minimum of \$190,000 of public workforce development funds will be invested in the first year; IPIC's annual contribution will grow along with the school's enrollment. A letter of support from IPIC is included in Appendix E.

Lunch Revenue: We do not plan to offer federal school lunch program. To the extent that students wish to take advantage of the on-site cafeteria, they may do so. Revenue and expenses are assumed to break even.

Private Funds: In the start-up phase of the school, GEI will seek private funds to cover the school's start-up costs. Goodwill Industries Foundation staff are developing a proposal to the Walton Family Foundation for a \$200,000 Post-Authorization Startup grant to cover first-year costs of implementing and running the school. This grant application will only be submitted after the school charter is approved by the Mayor.

In the event GEI is unable to secure additional private funds to cover the start-up costs of the school, Goodwill Industries of Central Indiana, Inc. will finance these opening costs of the school. A letter of support from Goodwill Industries can be found in Appendix E.

Other Revenue: This represents in-kind support services from Goodwill Industries of Central Indiana, Inc. The blended average for IT, Human Resources, Marketing and Accounting is estimated at \$75,000 per year.

Expense Assumptions

Human Resources: Includes 30% for benefits and payroll taxes. Salaries are based on actual numbers used within the Indianapolis Met and Goodwill's youth programs.

Professional Development: Includes ongoing education at local conferences and trainings, tuition reimbursement for college classes taken by staff, and for curriculum development. The current assumption includes \$2,000 for each staff person in the school.

Facility: Rent is based on \$10 per square foot, which includes security, janitorial and maintenance. Total square feet of the facility is 15,000, making a yearly rent payment of \$150,000 to Goodwill.

Utilities: This cost is based on actual numbers assessed to current occupants of the building and will be carried on by the school.

Materials, supplies and equipment:

- Student supplies: \$100 per student per year.
- Assessments: Cost of administering standardized tests as required by the Mayor's Office and post-secondary institutions, calculated at \$75 per student.
- Instructional Equipment: \$350 for netbooks for each student.
- Office Technology: Laptops for staff members plus the use of office software
- Instructional Software: \$150 per student per year fee for on-line content.
- Office and Classroom Furniture: Upfront investment for tables, desks and chairs, with on-going replacement costs and growth
- Copying and Reproduction: Based on current numbers from the Indianapolis Met prorated on a per-student basis.
- Postage and shipping: \$50/student/year.
- Telephone/Fax/LD/Internet: Purchase of telephone handsets as an upfront charge. On-going costs prorated from current Indianapolis Met bills.

Additional Costs

- *Contracted Services:* These will be provided in-kind from Goodwill Industries of Central Indiana, Inc. This amount includes funds that coaches may use to address student and family life barriers.
- *Insurance:* Includes all required coverage. This is based on current costs for the Indianapolis Met from Gregory and Appel, Inc.
- *Marketing:* Will be provided in-kind from Goodwill along with hard costs for materials and services.
- *Development:* Will be provided in-kind from Goodwill Foundation along with hard costs for materials and services.
- *Legal:* This includes review of the application and incorporation of the Excel Center into the existing GEI structure.
- *Accounting and Audit:* Costs currently experienced by the Indianapolis Met for Bookkeeping Plus and Paychex.
- *Transportation:* Assumes 75 percent of student body receives an IndyGo bus pass the entire year.
- *College costs:* Includes tuition costs for students enrolled in post-secondary courses. Assumes \$350 per student in the first year, when most students will be learning secondary-level content. Additional costs increase to \$1,000 per student in subsequent years.

In the event of a budget shortfall, various strategies will be implemented to maintain the success of the school.

- Goodwill and its Foundation would seek out additional funding sources to support the school's operations. Grants, private donations, and additional funding streams for adult education would be considered.
- The school's hours of operation would be re-adjusted to meet student need more efficiently. Staff would analyze student attendance patterns and decide where to cut back

operating hours while providing access when most students still require services. In addition, more instructional focus might move to on-line content. In addition, satellite locations may be consolidated.

- If the budget shortfall is tied to low student enrollment, the school would invest additional resources into increasing community involvement--more partner organizations that can provide referrals, increased penetration into hard-to-serve populations (including Goodwill's own employee population).
- Reductions in staff size may be considered as a last resort.

Special education costs incurred and/or transportation costs. Transportation costs would be shared between Indianapolis Met and The Excel Center. Bus passes are predominant cost – adults are able to manage those costs, so budget shortfalls in these areas might result in cuts to transportation services. To mitigate this risk, GEI would aggressively seek opportunities to open satellite locations in areas of town that are easier for students to access.

F. Facility

The Excel Center's primary resource center will be located at Goodwill's headquarters, at 1635 W. Michigan St. in Indianapolis. The Indianapolis Metropolitan High School and GEI's administrative offices are also located at this address. The resource center will be housed in a two-story wing of the Goodwill building that is not used by the Indianapolis Metropolitan High School.

There are no major construction or renovation costs required to prepare the building for the Excel Center. The two-story wing was the original home of the Indianapolis Metropolitan High School before its current location was finished, and the layout of the wing is already constructed to operate as a school. The wing contains eight classrooms, an open resource area for students to access at any time, and additional space for staff and coaches to use in their discretion.

Classrooms can hold up to 20 students. The facility includes two common areas, study areas with desktop computers, and meeting space for students, teams and coaches. In addition, the wing also includes an accessible first-floor location for a child drop-in center. The second floor of the building is accessible via two elevators and two flights of stairs and is accessible to people with disabilities.

The facility is owned and operated by Goodwill Industries and the school's in-kind cost for rent and facilities management is covered by Goodwill. A floor layout of the facility is included in Appendix U.

The Indianapolis Met's science facilities will be available for Excel Center students to use at scheduled intervals. In addition, the child drop-in center will use the library of the Indianapolis Met once the Met's school day is completed.

G. Transportation

Goodwill Education Initiatives will coordinate all transportation planning and operations for both the Indianapolis Metropolitan High School and The Excel Center. This shared responsibility through both schools will provide greater flexibility and efficiency in meeting students' transportation needs.

The Excel Center's extended hours of operation make it difficult to coordinate large-scale transportation programs for each student, and unlike more traditional schools, each student's physical attendance at the Excel Center will be based upon his or her work and family schedules, with students arriving and leaving the Center at various times. The transportation infrastructure currently used by Indianapolis Metropolitan High School can be used by Excel Center staff in certain special circumstances to help meet students' transportation needs.

The school will use several options for student transportation.

- 1) The school – and its additional satellite locations – will be located in areas with significant need, so that The Excel Center is within walking distance of many students' homes or work locations. Additional locations for The Excel Center will be chosen, in part, based on geographic availability and demographic need.
- 2) The school will be located on or very near a bus line, and students may use the IndyGo system to get to school. For those students who may use the IndyGo system and not be able to afford bus passes, funds will be sought to provide bus passes.
- 3) Many students will have their own cars and will be able to transport themselves to and from school.
- 4) The Indianapolis Metropolitan High School owns and operates three small buses that can transport small groups of students to and from school and to other school-related activities. In certain circumstances, these buses might be used to help transport Excel Center students to school.

H. Risk Management

GEI will indemnify the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents per the standards set forth in the charter school application packet.

Since GEI will hold the charters to two schools, it is possible that an incident in one school may threaten the performance of the other. To mitigate this risk, Goodwill Industries of Central Indiana, Inc. (Goodwill) performs ongoing risk assessment throughout its operations, including the work of Goodwill Education Initiatives, Inc. Much of this assessment is informal and dependent on circumstances in each location where we operate. However, our overall risk assessment process can be summarized as follows.

Risk of physical loss of or damage to property

Goodwill has adequate coverages through AM Best A-rated insurance carriers to minimize the risk of loss or damage to owned or leased property and equipment. Goodwill's chief financial officer and safety director work actively with the insurance agents and carriers for risk assessments, audits, training, policy reviews, additions and deletions to listed coverage, and for

business development practices. Only the chief financial officer or the chief executive officer can make changes to insurance coverage, identify a third party as an additional insured, or provide proof of insurance to a third party.

Goodwill has developed a comprehensive disaster recovery and business continuity plan, including a fully redundant data hot site at our Airport Place retail outlet facility. We conduct regular drills and audits to assess our preparedness in the unlikely event of a total or partial loss of the Michigan Street headquarters facility.

Goodwill has developed its Safety, Loss Prevention and Security department to manage security and safety in its facilities. Each Goodwill location is regularly audited for compliance with applicable safety, cash handling, inventory management, labor reporting/payroll, and back-office processing policies and procedures. Audit scores lower than 90% result in immediate follow-up and remediation until the known exposures are corrected. Goodwill also has a high resolution digital security camera system in operation at its Michigan Street campus. The camera system is both a deterrent to theft/misappropriation/misbehavior, and a tremendous tool for training, investigation, and prosecution of those who would steal from or otherwise harm Goodwill.

Reputational risk assessment

The greatest risk facing Goodwill is the risk of damage to its reputation in the central Indiana community and beyond. We rely heavily on our Five Basic Principles to mitigate reputational risk. We perform regular (at least annual) performance reviews, obtain feedback through surveys, interviews and other less formal means, measure and report on performance, and constantly reinforce the importance of operating within the framework of our core values. Our internal and external audit processes include client file audits, and to the extent we identify weaknesses in documentation and/or compliance issues, we immediately address them and make corrections as necessary. Our employment recruiting processes are built around behavioral interviewing techniques with a heavy emphasis on core values and demonstration of key performance attributes. We are also subject to a number of non-financial audits and reviews and continuously look for ways to improve.

Goodwill's executive staff does a formal risk review at least annually as part of the yearly budget and planning process, and more frequently as needed for more specific risk items, such as customer/industry concentration, risk of loss of a major customer/supplier, economic assessments, liquidity projections, worst-case scenario planning, etc. Goodwill presents its annual budget to its board of directors with a formal risk assessment summary included.

Liability

Goodwill Education Initiatives already has a policy for liability insurance through Gregory and Appel, Inc. Gregory and Appel has an A-BEST insurance rating and is able to accommodate coverage for the Excel Center for the amounts required by the Mayor. Gregory and Appel is willing to extend coverage to GEI even with both schools operating.

Costs for this estimate are included in the budget of the school.

I. Timeline

- **April 5:** Charter Application Submitted to Mayor
- **April 22:** Public Hearing and vote on the Excel Center
- **May 5:** Rules and Public Policy Committee vote

To prepare for a fall opening of the school, GEI staff are preparing initial implementation plans in advance of the final approval of the charter. Staffing and recruiting plans are being drafted, and communications with potential clients are being offered only on a conditional basis pending approval of the charter. Goodwill Foundation staff are preparing fundraising proposals to cover first-year operating costs.

- **May 18:** City-County Council votes to Approve Mayoral charter
- DOE Start-up Loan Application and Walton Family Fund grant application are submitted immediately after the charter is signed.

Student recruitment and marketing efforts will occur throughout the summer. School staff will finalize the school's curriculum and establish relevant policies.

- **Late August:** Charter enrollment lottery held (if necessary)
- **September 7:** Opening Day of the school

A detailed startup plan for the school is included in Appendix V.

VI. Summary of Strengths

There is a substantial need to bring young adults who have dropped out of high school each year back into the educational system. Unfortunately, many adult education services are not structured to meet the unique challenges of working with young adults who must balance school with work and life challenges. The Excel Center is designed to address each student's unique educational needs and goals. It provides a unique opportunity to meet the needs of a segment of the Indianapolis population that has few quality educational opportunities, preparing them for postsecondary education and career success.

The Indianapolis Met has been successful in encouraging students who have struggled in traditional academic environments to complete high school and earn some form of post-secondary credential. The Met's one-student-at-a-time approach and the lasting relationships of support it builds between students and advisors have created an educational environment that promotes lasting student success. The design of The Excel Center model builds on the strengths of the Met's educational philosophy by adapting its basic principles to the unique challenges of an older student population.

The Excel Center's school's "high tech and high touch" approach requires a sophisticated implementing organization that has a supportive culture, capable staff, and strong support infrastructure. With the support of Goodwill Industries, Goodwill Education Initiatives can accomplish The Excel Center's educational goals. Goodwill's financial strength and respected position in the community gives it the ability to respond to student needs in a way that few other

organizations can. In addition, Goodwill's customer-focused culture, its ability to learn and consistently improve, and its strong organizational alignment make it the ideal organization to run this unique model. The Excel Center shows substantial promise to create lasting impact in the lives of young adults across the Indianapolis community.

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